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**A QUANTITATIVE ANALYSIS OF THE HIGH SCHOOL DEPARTMENT HEAD
ROLE IN TEACHER EVALUATION, INSTRUCTIONAL IMPROVEMENT,
CURRICULUM DEVELOPMENT, AND STUDENT PERFORMANCE STANDARDS.**

by

John T. James

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

University of Nebraska at Omaha

Major: Educational Administration

Under the Supervision of Dr. Martha Bruckner

Omaha, Nebraska

November, 2001

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DISSERTATION TITLE

A Quantitative Analysis of the High School Department Head
Role in Teacher Evaluation, Instructional Improvement,
Curriculum Development, and Student Performance Standards
BY

John T. James

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I would also like to thank the other members of my committee, Dr. Marilyn Grady, Dr. Jack McKay, and Dr. Neil Topp, who each provided helpful comments and keen insights in the development the dissertation.

DEDICATION

This dissertation is dedicated Ad Majorem Dei Gloriam.

It is also dedicated to my parents, Walter and Josephine James, who raised 10 children and saw to it that they all attended Catholic schools and received a college education.

It is also dedicated to my wife, Therese, who enabled me to continue my studies and my administrative career while she attended law school, worked for the Nebraska Attorney General's Office, and most recently returned home to care for our three children. Without her support this dissertation would not have been written.

A QUANTITATIVE ANALYSIS OF THE HIGH SCHOOL DEPARTMENT HEAD
ROLE IN TEACHER EVALUATION, INSTRUCTIONAL IMPROVEMENT,
CURRICULUM DEVELOPMENT, AND STUDENT PERFORMANCE
STANDARDS.

John T. James, Ed.D.

University of Nebraska, 2001

Advisor: Dr. Martha Bruckner

The purpose of this study was to ascertain what relationships exist between a variety of departmental variables and the role of the department head. Data was collected from department heads in the 56 largest secondary schools in Nebraska during the 1994-95 school year using a 66-item survey containing yes/no, open response, and scaled response questions.

It was discovered that the allocation of both release time and compensation of the department head was related to the size of the school. The allocation of institutional resources in the form of release time and compensation was related to a larger role of the department head in 10 of the 15 departmental duties examined, the presence of formal training in 7 of the 15 areas examined, and the presence of informal training in 10 of the 15 areas examined. Department heads that received release time and compensation experienced less role ambiguity, less role conflict, and a lesser degree of concern regarding the adequacy of resources. They also perceived the job to be more fascinating, exciting, creative, valued, pleasant, useful, energizing,

fulfilling, complex, effective, active, and independent than those department heads without release time and compensation. Regression analyses revealed variables that reliably and independently predicted a larger role for the department head in the areas of personnel performance evaluation of department members, the coaching of tenured teachers, mentoring of new teachers, determining the curriculum, and setting student performance standards.

The portrait of the department head that emerged from this study indicated that the specific role configuration of the department head is related to the size of the school, arises from necessity and exigent need, and was developed in response to the specific educational and managerial needs of the system. The findings also supported the existence of two distinct role configurations of the department head: that of the evaluating administrator, and that of the program improver.

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Chapter I

Introduction

A growing body of literature describes the typical comprehensive high school not as a collection of insulated teachers in isolated classrooms nor as teachers united through clear and shared goals under the leadership of the principal. Instead, the comprehensive high school is most accurately described as a loosely-coupled system (Bidwell 1965; Blumberg & Greenfield, 1980; Deal & Celotti, 1980; Firestone & Harriott, 1982; Meyer & Rowan, 1978; Morris, 1998; Osborne, 1997; Pang, 1998; Siskin, 1991; Weick, 1976; Weick, 1982) in which teachers are, as Siskin (1991) notes, “bound together around a variety of common tasks and interests, linked in various ways to a wide spectrum of external associations and constituencies, and actively engaged in making sense of competing, and sometimes conflicting demands” (p. 154). Related research identifies the academic department as a fundamental unit of the comprehensive high school (Landman 2000; Siskin & Little, 1995; Siskin, 1991; Johnson, 1990).

The department head at the collegiate level, like its high school counterpart, operates within a loosely coupled system and experiences a great deal of role ambiguity (Gmelch & Gates, 1995; Hord & Murphy, 1985; Marcial, 1984). The department head at both the collegiate level and the high school level are viewed by the faculty as one who performs essential departmental tasks (Anderson, 1987; Gmelch & Gates, 1995; Johnson, 1990; Siskin, 1991). Studies at both the collegiate level and the high school level indicate that the position provides a great deal of leadership (Brown, 1988; Gmelch & Miskin, 1993; Hord & Murphy, 1985; Siskin, 1991). Department heads at both levels

serve the faculty while taking direction from a superior (dean or principal). This dual service results in role conflict and role ambiguity that may lead to burnout (Gmelch & Burns, 1994; Gmelch & Gates, 1995; Kottkamp & Mansfield, 1985; Marcial, 1984).

However, unlike their collegiate counterparts, the high school department heads appear to experience less burnout than their teaching colleagues (Kottkamp & Mansfield, 1985).

Researchers at both levels have additionally commented on the scarcity of empirical data on the role of the department head (Gmelch & Gates, 1995; Hanney & Erb, 1999).

One possible reason for the scarcity of research at the high school level may be the trend toward curriculum integration that requires students and teachers to work outside of the traditional departmental boundaries. Some researchers believe that the loosely coupled structure of the high school tends to isolate teachers from their peers more so than teachers at other levels (Louis & Marks, 1996; Osborne, 1997) creating a significant obstacle for school-wide reform (Dellar, 1996; Hargreaves & Macmillan 1995). In this context, departmental structures may be viewed as obstacles or even “barricades” to be overcome rather than as useful units of instructional organization (Hanney & Erb, 1999).

However the standards and accountability movement has begun to reverse this trend. Standards and public accountability expectations are frequently articulated along traditional departmental lines (Blank & Pechman, 1995). In many cases standards were established in a number of states without a clear understanding about how they would be implemented. The result has been that the rank and file teachers are not prepared to deal with these new expectations (Landman, 2000; Darling-Hammond, 1997) and that

attention has been brought back to the department level (Bliss, Fahrney, & Steffy, 1996). Bliss et al. (1996), for example, found that in the state of Kentucky, after the adoption of statewide standards, almost half of the department heads surveyed said their roles were changing as a result of systemic reform. Most of the department heads responded to the open-ended questions on the survey describing how "...pressures are intense and continue to increase as a result of reform initiatives" (p. 35).

Because secondary schools are loosely coupled systems, the application of systemic reform measures is a complicated and difficult task (Morris, 1998). Blue ribbon reports on the state of the reform movement are calling for the development of professional communities of teachers who are empowered to bring about change and who are encouraged to reflect on their own teaching (National Science Foundation Report, 1997). Kelley (1995) cites the need for school structures that serve the needs of teachers who are engaged in the complex and demanding task of instruction. A recent study found that the organization of teachers' work in ways that promote professional community has significant effects on the organization of classrooms for learning and the academic performance of students (Louis & Marks, 1996).

Some evidence indicates that the missing link to the successful implementation of standards and the development of professional communities is the empowerment of the existing departmental structure. Departments currently exist as fundamental boundaries forming distinct subcultures within the school (Siskin & Little, 1995, Siskin, 1991). Department members tend to view themselves as subject specialists who share their specialized knowledge, references, and language of their subject matter (Lieberman &

Miller, 1984). Department members typically eat, plan, prepare materials, make phone calls, confer with students, and draw support from each other in the communal space of departmental offices (Siskin, 1991). Departments tend to be the key professional reference group for secondary teachers, even when alternative groupings are available. (Johnson, 1990).

The department head as the immediate manager of the academic department and guardian of departmental resources, holds a potentially influential position within the school and can be a tremendous source of instructional leadership. A study of the sources of instructional leadership as perceived by the faculty in eight comprehensive high schools revealed that in six of the eight high schools, the department head ranked higher or was at least on par with the principal in mean leadership scores (Anderson, 1987). In one school, the department head actually outscored both the principal and assistant principal. Recognizing the subject specificity of secondary education and the educational leadership potential in the department head, the New York City public school system has recently converted its high school department heads into assistant principals of supervision for each department (Golden, 1997).

What are the factors that elevate the department head, a relative unknown in the research literature, to a status in instructional leadership on par with the principal? There is little quantitative research on this subject; in fact, the scarcity of research on the subject is alarming! One researcher commented that departments are emerging as one fundamental part of the organization of schools which researchers have disregarded (Johnson, 1990). There are some qualitative, anecdotal, and ethnographic studies that

shed some light on the position. The lack of empirical research data led Hanney and Erb (1999) to write: "The research community is only beginning to examine empirically the roles played by departments and department heads in secondary schools. The department head structure has been the taken for granted means of organizing secondary schools and yet little is known about how this structure influences the teaching/learning processes" (p. 2). The authors of a study of the department head in the state of Kentucky during a period of state-wide systemic reform commented that "The potential of this position is largely untapped, and in the context of systemic reform, unknown, thus creating a definite gap in the transition to more inclusive and facilitative leadership at the school site" (Bliss et al., 1996, p. 31). There is an obvious and immediate need to understand the factors that empower a department head to become an agent of reform as opposed to merely a "paper pusher" or a "barricade" to progress. This need is exacerbated by widespread demands for school reform and accountability.

The limited research indicates that there are a variety of professional, social, and environmental variables that are critical for the empowerment of department heads. A comprehensive national study found that department heads who performed functions related to instructional and program improvement tended to be given compensation, release time, training, and have clear performance expectations expressed in policy (Hord & Murphy, 1985). This is consistent with more recent scholarship regarding factors and structures that support or constrain teacher leadership (Stone 1997). An investigation of the variables and combinations of variables that are correlated with larger department head roles would add significantly to the knowledge and understanding of the position of

department head. Additional regression analysis of the data might also reveal relationships that further explicate the nature of this complex and ill-understood position.

Statement of Problem

The department is the most fundamental and meaningful organizational unit of the comprehensive secondary school. Department heads as both subject specialists and practicing teachers are in a potentially influential position to facilitate changes within the loosely-coupled comprehensive secondary school. Unfortunately there is an extreme paucity of qualitative research on the position and even fewer quantitative studies. This study addresses the need for quantitative research pertaining to the role of department heads at the secondary level. Understanding the factors that affect the department head's role, perception of the job, and task performance are critical to the entire reform, standards, and accountability movement at the secondary level.

Purpose of Study

The purpose of this research was to ascertain what relationships exist between a variety of departmental variables and the role of the department head. Specifically, this study investigated whether there exist statistically significant and substantively meaningful differences in compensation or release time for department heads at class A and B high schools. This study investigated whether there exist statistically significant and substantively meaningful differences in the role of the department head between those who are given compensation and release time, and those who are not given compensation and release time. This study investigated whether there exist statistically significant and substantively meaningful differences in training (formal and informal) for

the various roles of the department head between those who are given compensation and release time, and those who are not given compensation and release time. This study examined whether there exist statistically significant and substantively meaningful differences in the experience of the job of department head between those who are given compensation and release time, and those who are not given compensation and release time. This study examined whether there exist statistically significant and substantively meaningful differences in the perceptions about the job of department head between those who are given compensation and release time, and those who are not given compensation and release time. This study also attempted to find variables that reliably predict a larger role for the department head in the areas of personnel performance evaluation of departmental members, coaching of teachers, mentoring of teachers, the development of curriculum, and in setting student performance standards.

Research Questions

The following research questions were used to guide the data collection and analysis procedures.

1. Is there a statistically significant and substantively meaningful relationship between the size of the school and the presence of compensation?
2. Is there a statistically significant and substantively meaningful relationship between the size of the school and the presence of release time?
3. Is there a statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head, and department head responsibilities?

4. Is there a statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head, and training for the role of the department head?
5. Is there a statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head and the department head's experience of the job of department head?
6. Is there a statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head, and his or her perceptions about the job of department head?
7. Are there variables that reliably predict a larger role of the department head in the personnel performance evaluation of departmental members? If so what are they and how potent are they?
8. Are there variables that reliably predict a larger role of the department head in coaching of teachers for the purpose of instructional improvement? If so what are they and how potent are they?
9. Are there variables that reliably predict a larger role of the department head in mentoring of teachers for the purpose of instructional improvement? If so what are they and how potent are they?
10. Are there variables that reliably predict a larger role of the department head in the development of curriculum? If so what are they and how potent are they?
11. Are there variables that reliably predict a larger role of the department head in setting student performance standards? If so what are they and how potent are they?

Theory

Research by Brown (1988) suggests that there may be a relationship between school size and factors such as release time and compensation. Research by Hord and Murphy (1985) suggests a relationship between release time, compensation, clear policy, training and the “powerful” department roles of “program improver” and “evaluating administrator”. This research sought to quantify these relationships that are assumed to exist and to discover other relationships relating to training and role clarity (knowledge of responsibilities, clear job goals, etc.) that are correlated with the various roles of the department head.

There has been a great deal of speculation regarding the importance of educational leadership in the subject-specific and compartmentalized comprehensive high school. This interest has heightened in the current era of curricular reform, accountability, and subject-specific performance expectations. There may be a greater need than ever for subject-specific department heads to guide schools through curricular reform initiatives that improve student performance on various measures of accountability including state-mandated standards.

Definition of Terms

1. **Department Head** : A member of a high school academic department who is identified by the principal as having some responsibility for the affairs of the department. The department head is synonymously termed chair, chairperson, chairman, specialist, lead teacher, and department manager.

2. **Class A School:** The largest 24 secondary schools in the State of Nebraska for the school year 1994-95 having tenth through twelfth-grade enrollments of approximately 1000 to 2200 students.
3. **Class B School:** The 25th through 56th largest secondary schools in the State of Nebraska for the school year 1994-95 having tenth through twelfth grade enrollments of approximately 325 to 1000 students.

Delimitations and Limitations

This study limited itself to department heads from class A and B high schools (public and private) in the state of Nebraska during the 1994-95 school year. Other possible limitations are that the data was self-reported by the department heads themselves, the data was collected before the adoption of statewide standards and prior to the involvement of the author of this study. Furthermore the data represents a 53% return rate and was analyzed several years after its collection.

Significance of Study

This study addresses the need for quantitative research pertaining to the role of department heads at the secondary level.

The study provides a better understanding of the complex and ill-understood role of the department head.

Understanding the significance of variables such as release time, compensation, training, knowledge of responsibilities, etc. on the performance of certain departmental roles will provide superintendents and policy makers a wealth of information regarding the allocation of scarce resources.

Results of this research will provide superintendents and policy makers with information regarding variables that are highly correlated with department head involvement in curriculum development, the development of student standards, and teacher improvement initiatives.

This study contributes to the research literature regarding school reform initiatives, subject-centered accountability movements, and the role of department heads in student performance standards.

Summary

A growing body of research describes the typical high school as a loosely coupled system whose fundamental unit of organization is the academic department. Very little is known about department heads, and very little research has been done to advance this knowledge base in the last fifteen years. Nevertheless, the department head can be a powerful source of instructional leadership as demonstrated by the limited studies that do exist, including research related to the strengthening of the position in the New York City public schools and in the state of Kentucky after the adoption of state-wide standards. Results of this study quantify the factors that are believed to empower department heads into roles of instructional leadership and uncover relationships between these variables and various leadership roles.

Chapter II

Review of the Literature

What follows is a detailed description of the relevant literature pertaining to the department head within the loosely coupled high school.

Instructional Leadership

This section provides background information regarding the effective schools research as it relates to educational leadership at the high school level. While the early research indicated the importance of the principal as the educational leader (Edmonds, 1979), current research indicates that due to increasing demands, the role of the principal is becoming more managerial and less actively involved in educational and instructional issues (Murphy, 1994). The empirical evidence to date indicates that principals must be collaborative and delegate significant amounts of instructional leadership to subordinates in order to be successful (Bredeson, 1991; Prestine, 1991; Smylie, 1992; Smylie & Brownlee-Conyers, 1992). Other research indicates that significant sources of instructional leadership already exist in many high schools (Anderson, 1987; Glatthorn & Newberg, 1984; Selim, 1989; Stokes, 1984) and that this leadership has been growing to include more global issues such as school-wide reform (Stone, 1997). In many cases this leadership is found within the purview of department heads (Anderson, 1987; Siskin, 1991; Siskin & Little, 1995).

The principal.

Research launched by Edmonds (1979) regarding school effects and the countless studies afterwards regarding effective schools have become common knowledge to

school practitioners in the form of correlates linked to unusually successful schools (Wang, 1995). The General Accounting Office (1989) reported in the late 1980's that four out of every ten school districts had implemented programs based on school effectiveness correlates. "Study after study seemed to show that high achieving schools had principals who boldly led the academic program, set goals, examined curriculum, evaluated teachers, and assessed results" (Lashway, 1995, p. 1). The scholarship indicates that while the principal has an important role to play in school reform, educational leadership is a shared enterprise that must involve other sources of instructional leadership (Bredeson, 1991; Prestine, 1991; Smylie, 1992; Smylie & Brownlee-Conyers, 1992).

The principal in an era of reform.

The traditional roles of the principal and other educators in schools are changing and will continue to change in our current era of reform (Bredeson, 1991). A study synthesizing the empirical evidence regarding the evolving role of the principal found that principals are experiencing work-overload and job ambiguity as a result of the increased sophistication and demands of the position (Murphy, 1994). The study also found that many principals are taking on larger management roles and are less actively involved in an educational/instructional role. The emerging portrait of the principal in an era of reform is one who has been displaced from the apex of the pyramid and who is now serving at the center of human relationships in an effort to enable and support teacher success (Murphy, 1994). David Stine (1993) describes the principal's new role as an organizer, advisor, and consensus builder, who takes advantage of the group's

thinking. Murphy (1994) cites five important functions principals perform during reform:

- a) helping formulate a shared vision, b) cultivating a network of relationships,
- c) allocating resources consistent with the vision, d) providing information to staff, and
- d) promoting teacher development. He notes that fundamental to all of these functions is the affirmation of teachers' leadership and the need to support their role change (Murphy, 1994).

The Principal as collaborator.

The empirical evidence to date indicates that principals must be collaborative and share their decision-making authority with teachers in order for restructuring efforts to be successful (Bredeson, 1991, Prestine, 1991, Smylie, 1992, Smylie & Brownlee-Conyers, 1992). In the collaborative model, a small number of primary sources of leadership work together with other contributors. The key elements of collaboration involve someone initiating instructional improvement efforts with sanction given by the principal (Anderson, 1987). Murphy's (1994) synthesis of the empirical research goes even further by stating "principals in transformational reform efforts can be successful only by learning to delegate" (p. 11).

Sources of instructional leadership.

There is some evidence that there are individuals functioning within the current high-school structure as sources of significant instructional leadership. Stokes (1984) identified 38 instructional leadership activities commonly assigned to principals in high schools and found that for 24 of the 38 tasks, more than 50% of the responsibility, was delegated.

In an effort to map out how instructional leadership is presently distributed, Glatthorn and Newberg (1984), developed the Sources of Instructional Leadership instrument (SOIL). It listed 32 leadership items associated with the effective schools research and the leadership roles typically found in schools (principal, assistant principal, district supervisor, department head, and teacher). The SOIL instrument identified in one school the assistant principal as performing most of the instructional leadership functions, in another school it was the department head, and in two schools no one was identified as providing the leadership functions.

Anderson (1987) expanded the 32 instructional leadership descriptors used by Glatthorn and Newberg (1984) and modified a few items for the purpose of clarification. The responses ranged from “does not perform this task at all” to “performs task and plays a very important role” with an additional option “I have no basis for knowing.” The instrument was given to 724 faculty at 8 of 9 comprehensive high schools in a large public school district in the southwest. Although the response rate was only 41%, response statistics indicate that the sample of respondents was proportional (by school and department) to the total population surveyed. Reliability was examined as a measure of internal consistency using Cronbach’s alpha. For all three positions, principal, assistant principal, and department chair, the alpha coefficient was .95. Department chairmen were perceived to have as their most important functions the allocation of personnel and materials, the transmission and interpretation of school goals, direct contact with teachers both to organize teachers and to deliver direct services. Two functions were ranked in the bottom ten for all three positions: encouraging peer

observation and giving feedback on lesson plans. In one school the department chairman was rated significantly higher than both the principal and the assistant principal. In six of the eight schools the department chair did not differ significantly or had a higher mean leadership score than both the principal and assistant principal.

Influenced by the work of Anderson (1987) and that of Glatthorn and Newberg (1984), Selim (1989) created a modified version of the SOIL matrix format that had 31 instructional leadership descriptors. The instrument was given to participants from a total of ten schools, half of which were high schools. The responses were analyzed for internal consistency reliability (Cronbach's alpha), as well as discriminant analysis for the purpose of correct classification of respondents with their school. The reliability alpha's for each position were quite high (.89 - .96), and the discriminant analysis revealed an overall correct classification of 94.04%. A reanalysis of just the five high schools resulted in the identification of four discriminant functions and a 94.95% correct classification. Selim (1989) concluded that these patterns of perceived sources of instructional leadership were distinctive for each school, that they were associated with all roles (principal, assistant principal, instructional specialist, department head, and teacher) and functions surveyed, and that they were commonly recognized by the professional staff.

Recent research by Stone (1997) found that the teacher leaders at the high school level, holding positions such as department chair, a) had more teaching experience and more formal training than their peers, b) served as catalysts to other teachers' learning, c) were involved in decision making and collaboration, d) were more effective when they

were perceived as leaders by both the principal and the teachers. Stone also found that teacher leadership roles have expanded from teacher-to-teacher assistance, classroom and department focus, and staff development, to include an emphasis on global, school-wide change and school improvement.

While this research helps confirm that instructional leadership is a shared enterprise at the secondary school level, that there are sources of educational leadership within the existing structure of the high school (including the department head), and that this leadership is growing to include more global issues of school-wide reform and improvement, it raises more questions than it answers. What factors elevate a department head, a relative unknown in the research literature, to the stature of instructional leader on par with the principal in three-fourths of the schools examined (Anderson, 1987)? What mechanisms and contextual factors account for the expansion of the role of department head to include curriculum development, professional development, setting student performance standards, coaching and mentoring of teachers, hiring decisions, and even the performance evaluation of teachers (Siskin, 1991)? What are the factors that make the instructional leadership unique to each school (Selim, 1989), and grow to include more global issues of school-wide change and school improvement (Stone, 1997)?

Instructional leadership summary.

The research cited above indicates that principals must be collaborative in order to be successful, and that instructional leadership is a shared enterprise at the secondary school level (Stokes, 1984). The instructional leadership is identifiable, influenced by local factors, and unique to the particular school (Selim, 1989). In many cases the

leadership was found in the hands of department heads (Anderson, 1987) or in individuals who fit the profile of the department head (Stone, 1997).

Loosely Coupled Systems and the Department Head

In order to understand why the department head is, in many cases, the source of instructional leadership, one must understand the organizational structure of the high school. This section provides a model for understanding the high school organizational structure as a loosely coupled system. Research by Glatthorn and Newberg (1984), indicates that the high school exists as a loosely coupled system for a variety of reasons including: the lack of “expert power” in subject matter on the part of the principal, the specialization of the curriculum along departmental lines, and the resultant larger autonomy of the teachers who take on larger roles in curriculum and instruction. This section also identifies the department as a fundamental unit within the loosely coupled high school. The section concludes by citing related research that identifies additional limitations on the principal in the area of instructional leadership as a result of the loosely coupled and departmentalized high school.

Loosely coupled systems.

The current research provides a model for understanding the factors at work in secondary schools. The emerging model of the modern secondary school is that of a loosely coupled system (Firestone & Harriott, 1982; Morris, 1998; Osborne, 1997; Pang, 1998; Siskin, 1991). In the loosely coupled model, schools are thought of as consisting of building-block units that are fused together (Weick 1982) or as individual eggs within “the egg-crate organization of schools” (Liontos, 1994, p. 2). It is believed that the

loosely coupled structure and decentralized influence in high schools exist as a function of at least four factors identified by Glatthorn and Newberg (1984): (a) There is little consensus among administrators and teachers about school goals due to size of faculty and the diversity in academic backgrounds; (b) Secondary teachers have more influence over the important day to day issues of classroom management and curriculum decision making than do principals; (c) The departmental structure and the more specialized nature of the curriculum reinforce the autonomy of the classroom teacher; (d) The principal has less “expert power” than the elementary principal who guides the work of classroom teachers who see themselves as generalists. The result is a system in which “teachers are bound together around a variety of common tasks and interests, linked in various ways to a wide spectrum of internal and external associations and constituencies, and actively engaged in making sense of competing, and sometimes conflicting demands” (Siskin, 1991 p. 154).

The department as a fundamental unit.

A fundamental unit of the loosely coupled high school is the department. Siskin’s ethnographic study (1991) of two departments in one school and survey research of 25 other high schools in California revealed that departments are fundamental boundaries forming distinct subcultures within the school and that the departments divide faculty into “different worlds”. Siskin (1991) observed that the architectural arrangements draw department members together in frequent exchanges throughout the day resulting in intimate knowledge of each other’s personal and professional lives. Department members eat, plan, prepare materials, make phone calls, confer with students, and draw

support from each other in the communal space of departmental offices (Siskin, 1991). Teachers are grouped by discipline and regularly identify themselves as members of particular departments even when alternative house or cluster structures were present in schools (Johnson 1990). Siskin (1991) put it this way: "In terms of the social structure within the school, departmental designations are not only labels that distinguish teachers, but boundaries that divide them into distinct and different worlds" (p. 154).

Limitations on the principal.

The loosely coupled structure further limits the educational leadership of the principal. A study of school improvement efforts in Miami-Dade county found that due in large part to the loosely-coupled organizational structure, solutions to problems were apt to be "counterintuitive" (Morris, 1998). Morris also found that peer influence, peer interaction patterns, and group characteristics can significantly affect a school. Osborne (1997) found that high school teachers tend to be more isolated from their peers than teachers at other levels and may not share their experiences as readily with their colleagues. In light of the work by Siskin (1991), one might deduce that this isolation from peers is true across departmental lines, but may not be true within individual departments, a detail that was not examined by Osborne (1997).

A recent study (Mannion, 1998) found that the trusting relationship between principals who are transformational leaders and their faculty does not translate into trusting relationships among colleagues or a trusting relationship between teachers and the school organization. The study involved 451 teachers in 39 public secondary schools located in four suburban areas surrounding a large northeastern city. Participants

completed the Trust Scale and the Multi-Factor Leadership Questionnaire Short Rater Form (MLQ), which empirically measures trust and transformational leadership characteristics. Study data were then analyzed by regression analysis techniques and indicated a significant correlation between the Trust in principal score on the Trust Scale and Transformational Leadership score on the MLQ. This relationship did not hold between the Trust in Colleagues score on the Trust Scale and the Transformational Leadership score on the MLQ. The relationship was also not present between the Trust in Organization score on the Trust Scale and the Transformational Leadership score on the MLQ. This indicates the limits of a trusted principal's transformational leadership within the loosely coupled context of a secondary school.

It is clear that other intervening cultural and peer-relational variables exist. In light of the findings that departments are the primary peer-relational vehicle for high school teachers (Johnson, 1990), and that department heads are viewed by teachers as the most important figure in terms of allocating personnel, allocating materials, and transmitting and interpreting school goals (Anderson, 1987), the same factors identified as critical facets of a principal's job during a period of reform (Murphy, 1994), one might conclude that departments and department heads could be a powerful force in the success or failure of reform initiatives.

Loosely coupled systems summary.

The modern high school can be best understood as a loosely coupled system whose fundamental unit is the department. The departments are not merely artificial designations, but are meaningful sub-units with which high school teachers identify

(Siskin, 1991; Johnson, 1990). The departments draw department members together and divide teachers into “different worlds” (Siskin, 1991).

This loosely coupled and departmentalized structure of the high school further limits the leadership of the principal. In such a loosely coupled system, peer influence and peer interaction patterns can be particularly powerful (Morris 1998; Siskin 1991). This helps to explain the research cited in earlier sections that notes the necessity of a principal who is collaborative and the emergence of alternative sources of instructional leadership. These issues have obvious implications for the implementation of systemic reform at the high school level.

Systemic Reform at the High School

This section examines systemic reform at the loosely coupled and departmentalized high school. It also examines the recommendations for reform proposed in a variety of blue ribbon reports and research papers.

Difficulties with systemic reform.

Given the intrinsic limitations of the secondary school principal (Murphy, 1994), and the loosely coupled nature of the secondary school (Firestone & Harriott, 1982; Morris, 1998; Osborne, 1997; Pang, 1998; Siskin, 1991), it should come as no surprise that school improvement and systemic reform are not easily implemented at the secondary level (Morris, 1998) and invariably has implications for the classroom teacher, academic department, and department head (Bliss et. al., 1996). In many cases standards were passed in a number of states without a clear understanding about how they would be implemented. In Kentucky, after the adoption of statewide standards, almost half of the

department heads surveyed said their roles were changing as a result of systemic reform. (Bliss et al., 1996). The result has been that the rank and file teachers are not prepared to deal with these new expectations (Darling-Hammond, 1997). Landman (2000) found similar results after the state of Massachusetts established assessments in the core areas of mathematics, language arts, science, history and social studies. While the faculty viewed their departments as collegial and described their department peers as engaged, the need to align their curriculum with the state framework weighed heavily upon the faculty (Landman, 2000).

Professional communities.

An idea with growing support is the creation of professional communities of teachers. A document entitled “Local Systemic Change” published by the National Science Foundation (NSF, 1997) focused on a subset of teacher enhancement projects that engage entire school districts in the reform of science, math, and technology education. It noted that systemic change projects are characterized by a shift in the focus from the professional development of the individual teacher to the professional development of all teachers within the whole school organization. The report notes that this should lead to the creation of professional communities where teachers are empowered to bring about change and are encouraged to reflect on their own teaching (NSF, 1997). In a review of the research literature relating to recent reform efforts in elementary and secondary schools, Corcoran (1995) identifies approaches that respect the expertise of teachers among the most promising. Foster (1998) examined two secondary schools with a reputation for success and found that teacher leadership was found to be

important. The study also raised concerns that state-mandated shared-governance may not necessarily allow sufficient time for the kind of cultural changes capable of supporting a move from “vision” to “shared philosophy.”

Additional research supports this need for professional communities of teachers that are empowered to bring about change and reflect on their own teaching. Newman and Wehlage (1995) synthesized five years of research from 1990-95 conducted by the Center on Organization and Restructuring of Schools (CORS) that includes data from (1) the School Restructuring study (SRS), an examination of 24 significantly restructured schools; (2) the National Educational Longitudinal Study of 1988 (NELS: 88), a nationally representative sample of over 100,000 students from grades eight through twelve; (3) the Study of Chicago School Reform, an analysis of survey data from 8,000 teachers and principals in 400 elementary and 40 high schools from 1990-1994; (4) and the Longitudinal Study of School Restructuring, four year case studies of eight schools. The authors conclude that the recent education reform movement gives too much attention to changes in the school organization and does not directly address the quality of student learning. The authors contend that student learning can meet high standards if students receive three kinds of support: 1) teachers who practice authentic pedagogy, 2) schools that strengthen professional community, 3) supportive external agencies and parents. The researchers also identified structural conditions that enhance the professional community needed to promote learning of high intellectual quality: shared governance, independent work structures, staff development, deregulation, small school size, and parent involvement. Another study notes that high-performance learning

communities are characterized by, among other things, world-class standards; shared vision; and performance management (Castle & Estes, 1995). Given that standards are being articulated along subject-specific lines (Blank & Pechman, 1995), it would be rational that performance management and instructional improvement would also run along departmental lines where professional community already exists.

Systemic reform summary.

Secondary schools are loosely coupled systems where the application of systemic reform measures is a complicated and difficult task (Morris, 1998) that invariably has implications for the classroom teacher, academic department, and the department heads (Bliss et al., 1996). The loosely coupled research cited in the last section indicates that peer-relational variables can be quite powerful (Morris, 1998; Siskin, 1991). Indeed, a number of blue ribbon reports suggest the need for professional communities of teachers empowered to bring about change and encouraged to reflect on their own teaching (NSF 1997; Newmann & Wehlage, 1995; Castle & Estes, 1995). This research suggests the need for structural conditions that enhance the professional community of teachers needed to promote learning of high intellectual quality, and the need for a structure that serves the needs of teachers who are engaged in the complex and demanding task of instruction. What has not been fully explored is the role departments and department heads can play in making this a reality.

The Department and Successful Systemic Reform

This section examines the department as a professional community within the school that may meet all the criteria cited above as necessary conditions for successful

systemic school reform. The department is an entity that brings together a professional community of teachers along subject-specific lines and in many cases is an example of shared governance and management. Departments represent independent work structures that could generate shared vision and provide teachers with empowerment in the areas of curriculum reform, performance standards, and performance management. Departments are currently structured in ways that could support the high demands for knowledge and skills in pedagogy, subject matter content, leadership, and management required of teachers. Unfortunately, little is known about the function of the department because it is a fundamental organizational part of secondary schools which researchers have disregarded (Johnson, 1990). This gap between the potential for departments and the lack of research on departments punctuates the need for more research on the role of the department and department heads.

The department as a professional community.

Johnson (1990) indicates that departments serve as key reference points and professional communities for teachers who are respected by colleagues and who are making a contribution to teaching. A survey of 39 high school teachers, all of whom were recommended by their principals as “very good” teachers who were respected by their colleagues, and were making a “contribution to teaching [that] would be missed if they were to leave teaching”, indicated that departments were their key professional reference groups.

Other research indicates that departments could serve as a natural group for professional discourse about curriculum reform, performance standards, performance

management, and creating a shared vision. Department chairs were perceived to have as their most important functions the allocation of personnel and materials, the transmission and interpretation of school goals, direct contact with teachers both to organize teachers and to deliver direct services (Anderson, 1987). Department members view themselves as subject specialists who share the specialized knowledge, references, and language of their subject matter (Lieberman & Miller, 1984; Lortie, 1975; McLaughlin, 1987; Smetherham, 1979; Tucker, 1986). Siskin (1991) observed that this specialized knowledge carries over into their interactions with one another. References by department members to colleagues in other schools further demonstrated the power of the department subculture as well as provided evidence that the department is a natural and primary source for collegial sharing among educators. The most frequent professional interactions and regular collegial relationships among teachers were said to be with departmental peers rather than colleagues from other disciplines (Johnson, 1990). Indeed Siskin (1991) writes "Departments form intimately interconnected subgroups within the school, and it is at the department level that the potential for collegiality, for collaboration, for shared goals within a high school seems most possible, and research on such issues most promising" (p. 155).

Departments are fundamental to the secondary school.

It isn't likely that departments will disappear from the structure or culture of the American high school because they are fundamental units of the high school. The importance of the department is increasing due to the articulation of standards along departmental lines (Blank & Pechman, 1995). Standards have drawn attention back to

instructional issues at the departmental level (Bliss et. al., 1996). There is a recognition that teaching has become a complex task with high demands for knowledge and skills in content knowledge, pedagogy, and management (Kelley, 1995). This recognition has led the New York City school system to convert high school department heads into assistant principals of supervision for each department (Golden, 1997).

Further evidence of the strengthening role of the department in the loosely coupled system of the secondary school is that university faculty are forming alliances with their departmental counterparts in high schools in order to share time, knowledge, and legitimacy (Atkin & Atkin, 1989; Tucker, 1986). These linkages make a great deal of sense when one recognizes that at the secondary level, departments seem to serve a transitional purpose between the general education of the primary school and the sharp departmental divisions at the collegiate level (Siskin, 1991).

The department summary.

The research cited above makes it clear that the department structure is a professional community that serves as the key professional reference point for secondary teachers (Johnson, 1990). Department members view themselves as subject specialists who share the specialized knowledge, references, and language of their subject matter (Lieberman & Miller, 1984; Lortie, 1975; McLaughlin, 1987; Smetherham, 1979; Tucker, 1986). Furthermore this knowledge carries over into professional discourse and collegial sharing (Siskin, 1991). It is clear that departments meet all the criteria cited in the last section as prerequisites for professional communities. Given the current impetus

for subject-specific standards and accountability at the secondary level, the importance of the departments will undoubtedly continue.

Role of the Department Head in High Schools

This section examines what little is known about the role of the department head in high schools.

The variability of the role of department head.

While the position of department head holds great potential, the performance of administrative and instructional leadership duties varies from school to school and from department to department within the school. Hord and Murphy (1985) described the role in these terms:

The most appropriate characterization of the department head role is its inconsistency in the way it is operationalized across heads within a school, within a district, and across districts we have studied. We have found great variability, and that is an accurate catchword for the role, we believe. (p. 40).

In some schools the department head holds the title and no formal authority serving mainly as a communication liaison (Hord & Murphy, 1985), while in New York City department heads are given the title Assistant Principal, Supervision, followed by the title of their department (English, math, etc.) and have responsibility for staff development and improvement of student learning outcomes in specific subject areas (Golden, 1997). A survey of math and English department heads at 25 schools in California revealed that almost all had control over textbook selection (92%), a

substantial amount had authority over what courses are offered (76%), and which teachers are assigned those courses (73%). A smaller percentage claimed joint authority over hiring new staff (30%); a smaller percentage reported having an advisory role in teacher evaluation (23%); and a very small percentage are charged with evaluating teachers (7%) (Siskin, 1991).

Important variables.

The responsibility given to department heads seem to be related to the size of the school, size of the department, compensation, release time, and training. A comprehensive study of the department head role in the state of West Virginia found that “As schools get larger they tend to have more department heads, each department tends to be larger, and the department heads tend to be assigned more responsibility” (Brown, 1988, p. 126).

Another study (Hord & Murphy, 1985) indicates that department heads assume larger roles related to teacher and program improvement in larger schools where compensation, release or “slack” time, and training are available:

In our analysis of the head’s role the presence or absence of three factors - policy, monetary compensation, and slack time - seemed to be particularly influential related to specific role functions ...An additional factor that may influence the department head role is training or lack of training for the role... (pp. 59-61).

Hord and Murphy’s study identified six department head role configurations that were defined by the presence of a particular set of duties and progressively included

increasingly more duties: communicator, coordinating manager, emerging assister, teacher improver, program improver, and evaluating administrator.

Other variables.

Some research indicates that the leadership style of the department head and the feeling context within the department can have a profound effect on the experience of teachers within that department especially in terms of professional growth and development. Thirty nine high school teachers who were rated by their principals as “very good” were surveyed regarding their experience in their department.

One English teacher said that his department head’s leadership and practices were ‘90% of why I like it here’. By contrast, a foreign language teacher spoke of withdrawing from collegial interactions in a new assignment because ‘the chemistry is really not there. There’s not that kind of collegiality. There’s not the kind of warmth and relaxed atmosphere that there was in [my former assignment]’. Teachers reported that, at their best, departments provided socialization and training for new members; ongoing personal encouragement and recognition; support for the maintenance of standards; the opportunity to be creative and influential; and the chance to improve their practice through joint planning, peer observation, co-teaching, and staff development (Johnson 1990, pp. 172-3).

Impact of standards.

While size of the school, monetary compensation, slack time, and training seem to translate into progressively more duties of an administrative caliber for the department

head, many state reform initiatives are calling for accountability, assessment, and subject specific standards for students in all schools regardless of size. A study of department heads in Kentucky during a period of state-wide reform and assessment reported that 46% of the department heads reported that their roles are changing as a result of systemic reform. The authors noted "...most of the chairs described how pressures are intense and continue to increase as a result of reform initiatives" (Bliss et al., 1996, p. 35). The study found that a large portion of the department heads (45%) described their main responsibilities as administrative (roughly equivalent to the low level role termed "communicator" by Hord and Murphy), but 39% of the mathematics department heads ranked instructional leadership (directly supporting instructional quality) as their primary responsibility. The authors attribute the elevated educational leadership of the math department heads to the explicit mathematics standards adopted by the National Council of Teachers of Mathematics (NCTM) in 1989 and used as the basis for Kentucky's math portfolios. One might speculate that as states and local districts adopt more explicit standards along subject-specific lines, the department heads will be expected to assume larger roles in instructional leadership, a development one observes in Landman's (2000) study of a Massachusetts high school after the implementation of state-mandated testing.

Support for a larger role.

A larger role for department heads appears to be supported by both principals and department heads. A comprehensive study of the role of department heads in West Virginia revealed both department heads and principals felt that department heads should be assigned more responsibility than they currently have (including evaluating teachers

for personnel decisions). The only area where principals believed there should be less responsibility is in the area of “maintaining an inventory of materials and supplies” (Brown, 1988). This clearly signifies a desire to shift the role of department head from one of materials manager to educational leader.

Curriculum reform and student performance standards.

Even less is known about the role of department heads in terms of curriculum reform and student performance standards within a department. One survey revealed that department chairmen spend less than 6% of their time on curriculum (Lucy, 1986). However, Siskin (1991) found that 80% of departments meet at least once a month and that teachers spend a majority of this time on curricular issues (Siskin, 1991). A study of department heads in the state of West Virginia found that both principals and department heads were in agreement that department heads are assigned seven lower level duties: planning and coordinating department meetings, setting department goals and objectives, selecting materials and supplies, maintaining materials and supplies, serving as department spokesperson, representing the department as an advisor to the principal, administering the departmental budget. The principals and department heads were also in agreement that department heads should be assigned “major responsibility” for assuring department consistency and implementing curriculum change within the department (Brown, 1988).

Role of the department head summary.

The role of the department head is one of great variability. The research indicates that factors such as the size of the school, the presence of monetary compensation, the

presence of release time, clear performance expectations expressed in policy, and the amount of training are correlated with larger roles for the department head, yet these relationships have not been quantitatively examined. As a result of state-mandated standards, department heads will need to accept larger roles, a development that has support from both principals and department heads. Unfortunately very little is known about the involvement of department heads in curriculum development and student performance standards within a department. Johnson (1990) suggested that even the feeling context within the department can have a profound effect on the experience of teachers within that department, especially in terms of professional growth and development.

Review of the Literature Summary

The role of department head is unique in its inclusion of both teaching and administrative duties. The position of chairman has been called the most taxing, the most challenging, and the most important because of its administrative-instructional spanning role (Marcial, 1984). Many commentators conclude that the potential of this position is largely untapped especially in light of an age of reform that calls for increased professionalism, more collaborative participatory decision making, and subject specific accountability measures (Bliss et al., 1996; Johnson, 1990; Turner, 1983). The department structure is the dominant subculture through which teachers identify and perform their professional functions. Department heads were found to relate to their counterparts in other schools to coordinate each school's curriculum to larger goals, but rarely met with other department heads within a school without outside impetus (Hord &

Murphy, 1985). The research on departments is scant, with little attention given to the role of department heads (Siskin, 1991). Given the paucity of research and the tremendous potential regarding the improvement of curriculum, instruction, and student performance standards in subject specific areas, an examination of the role of department heads and the factors that elevate them to larger roles in these areas is important.

Chapter III

Methodology

Design of the Research

The purpose of this research was to ascertain what relationships exist between a variety of departmental variables and the role of the department head. In order to answer these questions a mail survey methodology was employed. The survey methodology was chosen because survey methodology "...is probably the best method available to the social scientist in collecting original data for describing a population too large to observe directly" (Babbie, 1954, p. 209).

Sample

Data was collected from department heads in the 56 largest secondary schools in the state of Nebraska during the 1994-95 school year. The largest 24 secondary schools in Nebraska had 10th through 12th grade enrollments of approximately 1000 to 2200 students. The 25th through 56th largest secondary schools in Nebraska had 10th through 12th grade enrollments of approximately 325 to 1000 students.

Of the 275 valid responses regarding gender, 121 of the respondents were female (44%) and 154 were male (56%). Fifty-three percent of the department heads were at class A schools while 47% were at class B schools. The larger class A schools had a greater number of department members (10.6 department members) than the class B schools (6.3) and met more often (more frequently than once per month versus less frequently than once per month). Twenty-six percent of the department heads reported serving for three or fewer years as the department head, another 24% reported serving for

4 to 7 years as the department head, another 25% reported serving 8 to 13 years as the department head, and 13% reported serving as a department head for 20 years or more.

Data Collection Methods

A letter from representatives of the Department of Educational Administration at the University of Nebraska at Omaha was sent to principals of the 56 largest Nebraska high schools in the state requesting information on their departments and department heads in January of 1994. A 66-item survey containing yes/no, open response, and scaled response questions was developed by faculty in the department. The surveys were then sent to 522 department heads in January of 1995; 277 were returned, a response rate of 53%. 51.3% of those responding indicated that they worked at a class A school, 44.8% indicated that they worked at a class B school, and 3.9% did not indicate whether they worked at a class A or B school.

Instruments

The survey developed by faculty members of the University of Nebraska at Omaha Educational Administration Department in 1994 - 1995 contained 66 yes/no, open response, and scaled response questions. The questions contained in the survey were developed after a comprehensive review of the literature regarding the various roles of the department head. The survey includes 11 questions covering demographics of the position; these include questions pertaining to gender, title, years as a teacher, years as a department head, etc. as well as two yes/no questions pertaining to compensation and release time. The next 15 questions pertained to responsibilities as a department head. The questions asked the department head about his/her role in a variety of department

head duties using six-point bipolar descriptors (is to have no part – is to decide). Follow-up questions asked information about the amount of formal or informal training given for the performance of the duty. Three final questions in this section asked for yes/no responses to particular responsibilities: “Are you called on to cover classes in case of an emergency...?”, “Do you represent the department at programs when teachers are not present?”, “Do you make presentations to the school board...?”. The third section of the survey dealt with department head perceptions about the job. It contained 14 questions about experiences with the job such as “I know what my responsibilities are” and “My job has clearly defined goals and objectives” using five-point bipolar descriptors (always-never). It contained 13 questions that ask for perceptions about the job using a ten-point bipolar adjective descriptor (Fascinating-Dull). Five questions asked about the appropriateness of time spent on various tasks using a three-point continuum (Too little time-Too much time). Five open response questions asked about responsibilities that are most enjoyable and most disliked, what kind of training would be most beneficial, what characteristics in a principal are most helpful, and what changes would increase effectiveness of the role. Responses to the yes/no questions were given numerical values (yes = 1, no =2), as were the bipolar descriptors and adjectives (1-6, 1-5, 1-3). The relative size of the school was also quantified and given a numerical value (class A = 1, class B = 2).

Research Questions and Data Analysis

Null hypothesis for research question 1.

There is no statistically significant and substantively meaningful relationship between the size of the school and the presence of compensation.

Independent variable: The size of school (Class A or Class B)

Dependent variable: The presence of compensation.

This question was answered using chi-square analysis comparing the presence of compensation for class A and B department heads.

Null hypothesis for research question 2.

There is no statistically significant and substantively meaningful relationship between the size of the school and the presence of release time.

Independent variable: The size of school (Class A or Class B)

Dependent variable: The presence of release time.

This question was answered using chi-square analysis comparing the presence of release time for class A and B department heads.

Null hypothesis for research question 3.

There is no statistically significant and substantively meaningful relationship between release time, compensation, and department head responsibilities.

Independent variable: The three categories of "releasecomp."

Dependent variable: The degree of involvement in various departmental duties.

This question was answered using ANOVA analysis with a tukey post-hoc test comparing the mean numerical values on a variety of departmental responsibilities of those department heads who have both release time and compensation ("releasecomp" value of "1"), those who have either release time or compensation ("releasecomp" value

of “2”), and those who have neither release time nor compensation (“releasecomp” value of “3”). “Releasecomp” is a “dummy variable” created from responses to two questions in the survey, one pertaining to whether or not a department head receives compensation, and the other pertaining to whether or not a department head receives release time.

Department heads that receive release time and receive compensation for their duties as a department head are given a value of “1.” Department heads that do not receive release time and do not receive compensation for their duties as a department head are given a value of “3.” Department heads that are either compensated or given release time (but not both) are given a value of “2.” The dependent variables’ numerical values will be attributed to the responses as follows: A response of “to have no part” will be given a value of “1”, “to be aware of the process” will be given a value of “2”, “to provide information” will be given a value of “3”, “to make a recommendation” will be given a value of “4”, “to be a partner” will be given a value of “5”, and “to decide” will be given a value of “6.”

Null hypothesis for research question 4.

There is no statistically significant and substantively meaningful relationship between release time, compensation and training for the role of the department head.

Independent variable: The three categories of “releasecomp.”

Dependent variable: The relative presence or absence of informal and formal training for various departmental duties

This question was answered using ANOVA analysis with a tukey post-hoc test comparing the presence of training in a variety of departmental duties of those

department heads who have both release time and compensation (“releasecomp” value of “1”), those who have either release time or compensation (“releasecomp” value of “2”), and those who have neither release time nor compensation (“releasecomp” value of “3”). The dependent variables’ numerical values will be attributed to the responses as follows: A response of “yes” regarding the reception of training will be given a value of “1”, a response of “no” regarding the reception of training will be given a value of “2.”

Null hypothesis for research question 5.

There is no statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head and the department head’s experience of the job of department head.

Independent variable: The three categories of “releasecomp.”

Dependent variable: The department heads’ experience of the job of department head.

This question was answered using ANOVA analysis with a tukey post-hoc test to compare the mean values for department head experience of various duties from the bipolar descriptors of those department heads that have release time and compensation (“releasecomp” value of “1”), of those department heads that have either release time or compensation (“releasecomp” value of “2”), and of those who have neither release time nor compensation (“releasecomp” value of “3”). The dependent variables’ numerical values will be attributed to the responses as follows: A response of “always” will be given a value of “1”, “usually” will be given a value of “2”, “sometimes” will be given a

value of “3”, “seldom” will be given a value of “4”, and “never” will be given a value of “5.”

Null hypothesis for research question 6.

There is no statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head, and his or her perceptions about the job of department head.

Independent variable: The three categories of “releasecomp.”

Dependent variable: The department heads’ perception about the job of department head.

This question was answered using ANOVA analysis with a tukey post-hoc test to compare the mean values for perception about the job of department head from the bipolar descriptors of those department heads who have both release time and compensation (“releasecomp” value of “1”), those who have either release time or compensation (“releasecomp” value of “2”), and those who have neither release time nor compensation (“releasecomp” value of “3”). The dependent variables’ numerical values will be taken directly from the numerical values that form the continuum between the bipolar adjectival descriptors (1-10).

Null hypothesis for research question 7.

There are no variables that reliably and independently predict a larger role of the department head in the personnel performance evaluation of departmental members.

Independent variables: The presence of informal and formal training in the area of

personnel performance evaluation, the department head's role in coaching tenured teachers whose performance is below standards, the department head's role in conferences when a department member's professional activities or judgment is questioned, the department head's role in determining the curriculum in the department, the size of the school (class A or B), the presence of compensation and release time.

Dependent variable: The role of the department head in the area of personnel performance evaluation.

A multiple regression analysis was performed predicting larger roles of the department head in the area of personnel evaluation. Logical predictors that were used included: training for personnel evaluation (formal and informal), the department head's role in coaching tenured teachers whose performance is below standards, compensation, and release time.

Null hypothesis for research question 8.

There are no variables that reliably and independently predict a larger role of the department head in coaching of teachers for the purpose of instructional improvement.

Independent variables: The presence of training for coaching of teachers (formal and informal), the department head's role in the mentoring of new teachers, the department head's role in conferences when a department member's professional activities or

judgment is questioned, the size of the school (class A or B), as well as the presence of compensation and release time.

Dependent variable: The role of the department head in the area of coaching teachers.

A multiple regression analysis was performed predicting larger roles of the department head in the area of instructional improvement (coaching of teachers). Logical predictors that were used included: training for coaching and mentoring of teachers (formal and informal), the department head's role in the mentoring of new teachers, the department head's role in conferences when a department member's professional activities or judgment is questioned, the size of the school (class A or B), as well as the presence of compensation and release time.

Null hypothesis for research question 9.

There are no variables that reliably and independently predict a larger role of the department head in mentoring of teachers for the purpose of instructional improvement.

Independent variables: The presence of training for mentoring of teachers (formal and informal), the department head's role in hiring new teachers, the department head's role in conferences when a department member's professional activities or judgment is questioned, the size of the school (class A or B), as well as the presence of compensation and release time.

Dependent variable: The role of the department head in the area of mentoring teachers.

A multiple regression analysis was performed predicting larger roles of the department head in the area of instructional improvement (mentoring of teachers).

Logical predictors that were used included: training for mentoring of teachers (formal and informal), the department head's role in hiring new faculty members, the department head's role in conferences when a department member's professional activities or judgment is questioned, the size of the school (class A or B), as well as the presence of compensation and release time.

Null hypothesis for research question 10.

There are no variables that reliably and independently predict a larger role of the department head in the determination of the curriculum.

Independent variables: The presence of training for determination of the curriculum (formal and informal), the department head's role in selecting texts, the department head's role in picking the subjects for professional development programs, the department head's knowledge of clearly defined job goals and objectives, the department head's knowledge of responsibilities, the department head's understanding of what needs to be done for the teachers and for the program, the size of the school (class A or B), the presence of compensation, and the presence of release time.

Dependent variables: The role of the department head in the determination of the curriculum in the department

A multiple regression analysis was performed predicting larger roles of the department head in the area of the determination of the curriculum. Logical predictors that were used included: training for development of curriculum (formal and informal), the department head's role in selecting texts, the department head's knowledge of clearly defined job goals and objectives, the department head's knowledge of responsibilities, the department head's understanding of what needs to be done for the teachers and for the program, the size of the school (class A or B), the presence of compensation, and the presence of release time.

Null hypothesis for research question 11.

There are no variables that reliably and independently predict a larger role of the department head in student performance standards.

Independent variables: The presence of training for student performance standards (formal and informal), the department head's role in selecting texts, the department head's knowledge of clearly defined job goals and objectives, the department head's knowledge of responsibilities, the department head's understanding of what needs to be done for the teachers and for the program, the department head's role in professional development, and the department head's role in determining the curriculum, the size of the school (class A

or B), the presence of compensation, and the presence of release time.

Dependent variable: The role of the department head in the area of setting student performance standards for the department.

A multiple regression analysis was performed predicting larger roles of the department head in the area of setting student performance standards for the department.

Logical predictors that were used included: training for student performance standards (formal and informal), the department head's role in selecting texts, the department head's knowledge of clearly defined job goals and objectives, the department head's knowledge of responsibilities, the department head's understanding of what needs to be done for the teachers and for the program, the department head's role in professional development, and the department head's role in determining the curriculum, the size of the school (class A or B), the presence of compensation, and the presence of release time.

Data Analysis Procedures

Data used was collected from a department head survey conducted by the University of Nebraska Educational Administration Department in 1994 and 1995. ANOVA and Chi-square tests were used to determine if there was a statistically significant and substantially meaningful relationship between release time, compensation and department head responsibilities, training, experience of the job, and perceptions about the job. Regression analysis was used to determine whether there are statistically significant relationships between variables that reliably predict a larger role for the department head in the areas of instructional improvement (coaching and mentoring of

teachers), development of curriculum, and student performance standards. Variables were not retained if above the .05 significance level.

Chapter IV

Results

The purpose of this study was to ascertain and quantify the relationships that exist between a variety of departmental variables and the role of the department head by answering the 11 research questions. In order to gather the necessary data, a letter from the Department of Educational Administration at the University of Nebraska at Omaha was sent to principals of the 56 largest high schools in the state of Nebraska requesting information on their departments and department heads. A 66-item survey containing yes/no, open response, and scaled response questions was developed by the faculty of the University of Nebraska at Omaha Department of Educational Administration. The surveys were sent to 522 department heads in January of 1995; 277 were returned, a response rate of 53%.

Research Question 1

This section will provide data and data analysis sufficient to answer research question 1. The null hypothesis for research question 1 posited that there is no statistically significant and substantively meaningful relationship between the size of the school and the presence of compensation. A chi-square test of independence comparing the presence of compensation for class A and B department heads is found below (see Table 1). The table demonstrates that there was a highly reliable and medium-sized difference indicating a higher proportion of class A department heads receiving compensation than class B department heads.

Table 1

Chi-square analysis comparing compensation for class A and B schools.

	<u>Compensated for work as chair</u>		Chi-Square (Sig.)	ES
	yes	no		
	n(%)	n(%)		
Class A	105(74)	36(26)	9.372 (.002)	medium
Class B	69(57)	53(43)		

Note. Effect size (ES) estimates are calculated from the eta squared value. This numerical value is assigned the following labels: small < .03; medium = .03-.09; large = .10 - .18; very large > .19 (see Jacob Cohen, Statistical Power Analysis for the Behavioral Sciences. 2nd ed.).

Research Question 2

This section will provide data and data analysis sufficient to answer research question 2. The null hypothesis for research question 2 posited that there is no statistically significant and substantively meaningful relationship between the size of the school and the presence of release time. A chi-square test for independence comparing the presence of release time for class A and B department heads is found below (see Table 2). The table demonstrates that there was a highly reliable and very large sized difference indicating a higher proportion of class A department heads receiving compensation than class B department heads.

Research Question 3

This section will provide data and data analysis sufficient to answer research question 3. The null hypothesis for research question 3 posited that there is no statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head, and department head responsibilities. A descriptive summary of the mean values for the various department head responsibilities is found below of the three groups of “releasecomp” (see Table 3). Fifteen oneway ANOVAs were performed comparing the mean scores on the various department head responsibilities for the three categories of “releasecomp” (the degree to which department heads receive release time and compensation). Fifteen tukey post hoc analyses were also done to identify statistically significant and substantively meaningful differences (see Table 4). The ANOVAs revealed statistically significant differences for 10 of the 15 department head roles surveyed: hiring new faculty, faculty teaching

Table 2

Chi-square analysis comparing release time for class A and B schools.

	<u>Release time for work as chair</u>		Chi-squared (Sig.)	ES
	yes	no		
	n(%)	n(%)		
Class A	77(55)	63(45)	55.690 (<.0005)	very large
Class B	13(11)	107(89)		

Note. Effect size (ES) estimates are calculated from the eta squared value. This numerical value is assigned the following labels: small < .03; medium = .03-.09; large = .10 - .18; very large > .19.

Table 3

Descriptive statistics of department head role for the three groups of "releasecomp"

My role in...	M (SD)		
	group 1	group 2	group 3
hiring of new faculty	4.36(1.10)	3.47(1.45)	3.26(1.60)
assignment of faculty	5.04(1.20)	3.66(1.52)	2.81(1.68)
developing the master schedule	4.17(1.29)	2.98(1.41)	2.52(1.41)
determining the curriculum	4.85(0.71)	4.77(1.05)	4.53(1.27)
performance evaluation of teachers	3.35(1.62)	1.90(1.40)	1.30(0.76)
coaching tenured teachers	3.68(1.45)	2.11(1.44)	1.80(1.29)
mentoring new teachers	4.25(1.51)	3.21(1.79)	2.95(1.81)
professional development programs	3.60(1.53)	3.06(1.75)	2.42(1.52)
the selection of textbooks	4.63(1.18)	5.08(1.06)	4.93(1.39)
student performance standards	4.30(1.27)	4.34(1.64)	4.26(1.62)
budget development	4.59(1.46)	4.39(1.60)	4.47(1.16)
school operational policies	3.57(1.40)	3.15(1.43)	3.22(1.54)
conferencing regarding conduct	3.63(1.42)	2.60(1.43)	1.94(1.32)
orienting freshman students	3.58(1.64)	3.07(1.85)	3.28(1.91)
substitute selection or orientation	2.83(1.95)	1.94(1.42)	1.61(1.25)

Note. The department head role in the various activities was reported on a 6-point scale (1=is to have no part, 2=is to be made aware of the process and its results, 3=is to provide information to decision makers, 4=is to make recommendation(s) to decision makers, 5=is to be a partner in making the decision, 6=is to decide).

Table 4

Analyses of variance of "releasecomp" for department head roles and Tukey HSD analysis with effect size

My role in...	F(Sig.)	p (ES)		
		1&2	1&3	2&3
hiring of new faculty	14.285(<.0005)	<.0005(*)	<.0005(**)	-
assignment of faculty	46.197 (<.0005)	<.0005(**)	<.0005(***)	<.0005(*)
developing the master schedule	31.194 (<.0005)	<.0005(**)	<.0005(***)	-
determining the curriculum	2.024 (.134)	-	-	-
performance evaluation of teachers	50.478 (<.005)	<.0005(***)	<.0005(***)	.007(*)
coaching tenured teachers	42.192 (<.0005)	<.0005(***)	<.0005(***)	-
mentoring new teachers	13.076 (<.0005)	<.0005(*)	<.0005(**)	-
professional development programs	10.304 (<.0005)	-	<.0005(**)	.024(*)
the selection of textbooks	3.384 (.035)	.026(*)	-	-
student performance standards	.068 (.934)	-	-	-
budget development	.471 (.625)	-	-	-
school operational policies	2.025 (.134)	-	-	-
conferencing regarding conduct	28.604 (<.0005)	<.0005(**)	<.0005(***)	<.0005(*)
orientating freshman students	1.801 (.167)	-	-	-
substitute selection or orientation	12.846	(<.0005)	<.0005(*)	<.0005(**)

Note. Effect size (ES) estimates are calculated from the difference in means divided by the pooled standard deviation. This numerical value is assigned the following labels: very small < .05; small = .05-.35; (*) medium = .36-.65; (**) large = .66 - .95; (***) very large > .95. Only effect sizes of the medium magnitude or larger are recognized due to the number of comparisons being made.

assignments, developing the master schedule, teacher performance evaluation, coaching tenured teachers, mentoring new teachers, professional development programs, selecting texts, conferencing regarding questionable conduct, substitute selection or orientation.

There was no statistically significant difference for five of the roles: determining curriculum, student performance standards, budget development, school operational policies, freshman orientation. Effect size differences that were medium or larger were found in 22 of the 45 possible comparisons. Nine of the 15 effect size differences comparing groups 1 and 3 were medium or larger.

Research Question 4

This section will provide data and data analysis sufficient to answer research question 4. The null hypothesis for research question 4 posited that there is no statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head, and training for the role of department head. A descriptive summary of the mean value labels for both formal and informal training of the department head is found below (see Tables 5 and 6). Oneway ANOVAs were performed comparing the mean scores for both formal and informal training in each of the 15 areas for the three categories of “releasecomp” (the degree to which department heads receive release time and compensation). A tukey post hoc analysis was also done to identify statistically significant and substantively meaningful differences (see tables 7 and 8). It revealed statistically significant differences in 7 of the 15 areas of formal training for the department head: hiring, performance evaluation, coaching, mentoring, budget development, operational policies, conduct violations, and

Table 5

Descriptive statistics for formal training of department heads

Formal training in...	M (SD)		
	group 1	group 2	group3
hiring of new faculty	1.70(.46)	1.88(.33)	1.89(.32)
assignment of faculty	1.79(.41)	1.86(.35)	1.90(.31)
developing the master schedule	1.84(.37)	1.90(.31)	1.86(.35)
determining the curriculum	1.41(.50)	1.50(.50)	1.47(.50)
performance evaluation of teachers	1.52(.50)	1.81(.40)	1.81(.40)
coaching tenured teachers	1.61(.52)	1.80(.40)	1.82(.39)
mentoring new teachers	1.61(.49)	1.74(.44)	1.79(.41)
professional development programs	1.72(.45)	1.76(.43)	1.77(.42)
the selection of textbooks	1.56(.50)	1.64(.48)	1.58(.50)
student performance standards	1.49(.50)	1.48(.50)	1.42(.50)
budget development	1.70(.46)	1.81(.39)	1.85(.36)
school operational policies	1.64(.48)	1.81(.39)	1.74(.44)
conferencing regarding conduct	1.72(.45)	1.84(.37)	1.88(.40)
orienting freshman students	1.83(.38)	1.89(.31)	1.85(.36)
substitute selection or orientation	1.82(.38)	1.92(.28)	1.86(.35)

Note. Formal training of the department head in the various areas was reported as a yes or a no (1=yes, 2=no).

Table 6

Descriptive statistics for informal training of department heads

Informal training in...	M (SD)		
	group 1	group 2	group3
hiring of new faculty	1.51(.50)	1.72(.45)	1.78(.41)
assignment of faculty	1.61(.49)	1.78(.42)	1.88(.32)
developing the master schedule	1.62(.49)	1.79(.41)	1.81(.39)
determining the curriculum	1.54(.50)	1.68(.47)	1.66(.48)
performance evaluation of teachers	1.47(.50)	1.83(.37)	1.89(.32)
coaching tenured teachers	1.60(.52)	1.82(.39)	1.96(.20)
mentoring new teachers	1.59(.49)	1.76(.43)	1.77(.42)
professional development programs	1.69(.46)	1.80(.40)	1.89(.32)
the selection of textbooks	1.66(.48)	1.70(.46)	1.75(.44)
student performance standards	1.59(.49)	1.59(.49)	1.61(.49)
budget development	1.61(.49)	1.69(.46)	1.82(.39)
school operational policies	1.60(.49)	1.77(.42)	1.76(.43)
conferencing regarding conduct	1.64(.48)	1.85(.36)	1.93(.36)
orienting freshman students	1.70(.46)	1.78(.42)	1.76(.43)
substitute selection or orientation	1.82(.38)	1.93(.26)	1.93(.26)

Note. Informal training of the department head in the various areas was reported as a yes or a no (1=yes, 2=no).

Table 7

Analysis of variance of "releasecomp" for formal training and Tukey HSD analysis with effect size.

Formal training in...	F (Sig.)	p (ES)		
		1&2	1&3	2&3
hiring of new faculty	6.669 (.001)	.003(*)	.005(*)	-
assignment of faculty	1.969 (.142)	-	-	-
developing the master schedule	.766 (.466)	-	-	-
determining the curriculum	.658 (.519)	-	-	-
performance evaluation of teachers	11.919 (< .0005)	<.0005(*)	<.0005(*)	-
coaching tenured teachers	5.428 (.005)	.012*	.012*	-
mentoring new teachers	3.397 (.035)	-	.032*	-
professional development programs	.616 (.541)	-	-	-
the selection of textbooks	.594 (.5531)	-	-	-
student performance standards	.535 (.587)	-	-	-
budget development	3.106 (.046)	-	.048*	-
school operational policies	3.327 (.037)	.027*	-	-
conferencing regarding conduct	3.331 (.037)	-	.037*	-
orientating freshman students	.796 (.452)	-	-	-
substitute selection or orientation	1.782 (.171)	-	-	-

Note. Effect size (ES) estimates are calculated from the difference in means divided by the pooled standard deviation. This numerical value is assigned the following labels: very small < .05; small = .05-.35; (*) medium = .36-.65; (**) large = .66 - .95; (***) very large > .95. Only effect sizes of the medium magnitude or larger are recognized due to the number of comparisons being made.

Table 8

Analysis of variance of "releasecomp" for informal training and Tukey HSD analysis with effect size

Informal training in...	F (Sig.)	p (ES)		
		1&2	1&3	2&3
hiring of new faculty	8.203 (<.0005)	.005(*)	<.0005(*)	-
assignment of faculty	8.607 (<.0005)	.020(*)	<.0005(*)	-
developing the master schedule	4.999 (.007)	.017(*)	.014(*)	-
determining the curriculum	2.324 (.100)	-	-	-
performance evaluation of teachers	25.307 (<.0005)	<.0005(**)	<.0005(***)	-
coaching tenured teachers	15.606 (<.0005)	.001(*)	<.0005(**)	-
mentoring new teachers	4.044 (.019)	.034(*)	.036(*)	-
professional development programs	4.471 (.012)	-	.008(*)	-
the selection of textbooks	.691 (.502)	-	-	-
student performance standards	.027 (.973)	-	-	-
budget development	4.156 (.017)	-	.012(*)	-
school operational policies	3.743 (.025)	.031(*)	-	-
conferencing regarding conduct	10.098 (<.0005)	.003(*)	<.0005(**)	-
orientating freshman students	.720 (.488)	-	-	-
substitute selection or orientation	2.967 (.053)	-	-	-

Note. Effect size (ES) estimates are calculated from the difference in means divided by the pooled standard deviation. This numerical value is assigned the following labels: very small < .05; small = .05-.35; (*) medium = .36-.65; (**) large = .66 - .95; (***) very large > .95. Only effect sizes of the medium magnitude or larger are recognized due to the number of comparisons being made.

10 of the 15 areas of informal training for the department head. These 10 areas included the 7 cited above as well as three additional areas: assignment of faculty, scheduling, and professional development. Effect size differences of medium or larger were found in 10 of the 45 possible comparisons for formal training and 17 of the 45 possible comparisons for informal training. 6 of the 15 comparisons for formal training of groups 1 and 3 had effect size differences of medium or larger and 9 of the 15 comparisons for informal training of groups 1 and 3 had effect size differences of medium or larger.

Research Question 5

This section will provide data and data analysis sufficient to answer research question 5. The null hypothesis for research question 5 posited that there is no statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head, and the department head's experience of the job. The department head's experience of various duties role was reported on a 5-point scale (A=always, B=usually, C=sometimes, D=seldom, E=never). These value labels were converted to numerical values for the purpose of analysis as follows: A=1, B=2, C=3, D=4, E=5. A descriptive summary of the mean value for the department head's experience of the job is found below (see Table 9). Oneway ANOVAs were performed comparing the mean scores for the department head's experience of various duties for the three categories of "releasecomp" (the degree to which department heads receive release time and compensation). A tukey post hoc analysis was also done to identify statistically significant and substantively meaningful differences (see Table 10). The analysis revealed statistically significant differences for 8

Table 9

Descriptive statistics for department head's experience of the job

experience	M (SD)		
	group 1	group 2	group3
required to do things when feel differently	3.64(.73)	3.50(.74)	3.28(.82)
clear understanding of authority limits	1.99(.70)	2.15(.99)	2.18(.99)
adequate resources for the job	2.42(.69)	2.64(.93)	2.83(.99)
clearly defined goals and objectives	2.68(1.00)	2.78(1.07)	3.14(1.15)
work around rules to do job	3.19(1.11)	3.26(1.09)	3.05(1.08)
time properly divided among responsibilities	3.00(1.00)	3.14(1.01)	3.11(1.06)
work with diverse groups	1.69(.82)	2.32(1.19)	2.56(1.23)
know exactly what is expected in my role	2.37(.86)	2.40(.94)	2.82(.96)
face incompatible requests from people	3.44(.63)	3.48(.75)	3.49(.83)
understand what is needed for department	1.90(.49)	2.01(.50)	2.15(.60)
required to do things not accepted by others	3.10(.64)	3.20(.76)	3.15(.84)
I know what my responsibilities are	2.01(.62)	2.10(.77)	2.35(.99)
I do my work without adequate resources	3.21(.82)	2.99(.95)	2.83(.89)
required to do unnecessary work	3.43(.74)	3.38(.80)	3.18(.80)

Note. The department head's experience of various duties role was reported on a 5-point scale (A=always, B=usually, C=sometimes, D=seldom, E=never). These value labels were converted to numerical values for the purpose of analysis as follows: A=1, B=2, C=3, D=4, E=5.

Table 10

Analysis of variance of "releasecomp" for department head's experiences and Tukey HSD
analysis with effect size

Experience...	F (Sig.)	p (ES)		
		1&2	1&3	2&3
required to do things when feel differently	4.509 (.012)	-	.008(*)	-
clear understanding of authority limits	1.075 (.343)	-	-	-
adequate resources for the job	4.286 (.015)	-	.010(*)	-
clearly defined goals and objectives	4.098 (.018)	-	.018(*)	-
work around rules to do job	.811 (.445)	-	-	-
time properly divided among responsibilities	.491 (.612)	-	-	-
work with diverse groups	13.485 (<.0005)	<.0005(*)	<.0005(**)	-
know exactly what is expected in my role	6.340 (.002)	-	.005(*)	.005(*)
face incompatible requests from people	.093 (.912)	-	-	-
understand what is needed for department	4.557 (.011)	-	.007(*)	-
required to do things not accepted by others	.422 (.656)	-	-	-
I know what my responsibilities are	3.968 (.020)	-	.019(*)	-
I do my work without adequate resources	3.590 (.029)	-	.021(*)	-
required to do unnecessary work	2.352 (.097)	-	-	-

Note. Effect size (ES) estimates are calculated from the difference in means divided by the pooled standard deviation. This numerical value is assigned the following labels: very small < .05; small = .05-.35; (*) medium = .36-.65; (**) large = .66 - .95; (***) very large > .95. Only effect sizes of the medium magnitude or larger are recognized due to the number of comparisons being made.

of the 14 experiences of the job. Effect size differences that were medium or larger were found in 10 of the 42 possible comparisons. Eight of the 14 effect size differences comparing groups 1 and 3 were medium or larger.

Research Question 6

This section will provide data and data analysis sufficient to answer research question 6. The null hypothesis for research question 6 posited that there is no statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head, and his or her perceptions about the job of department head. A descriptive summary of the mean value for the department head's perceptions of the job is found below (see Table 11). Oneway ANOVAs were performed comparing the mean perception scores for the three categories of "releasecomp" (the degree to which department heads receive release time and compensation). A tukey post hoc analysis was also done to identify statistically significant and substantively meaningful differences (see Table 12). The analyses revealed statistically significant differences for 12 of the 13 bipolar adjectival descriptors of the department head's perception of the job. Effect size differences that were medium or larger were found in 17 of the 39 possible comparisons. Twelve of the 13 effect size differences comparing groups 1 and 3 were medium or larger.

Research Question 7

This section will provide data and data analysis sufficient to answer research question 7. The null hypothesis for research question 7 posited that there are no variables that reliably and independently predict a larger role of the department head in the

Table 11

Descriptive statistics for department head's perception of job

perception of job is...	M (SD)		
	group 1	group 2	group 3
fascinating-dull	2.12(1.44)	2.74(1.51)	3.16(1.90)
exciting-boring	2.26(1.43)	2.80(1.50)	3.06(1.84)
ambiguous-clear	5.70(2.29)	5.15(2.22)	4.87(2.61)
creative-traditional	3.28(2.19)	3.77(2.42)	4.32(2.60)
valued-ignored	2.33(2.03)	3.17(2.19)	3.19(2.38)
pleasant-distasteful	2.16(1.50)	2.51(1.58)	3.09(1.96)
useful-worthless	1.41(1.45)	2.03(1.85)	2.62(2.19)
tiresome-energizing	5.86(2.00)	4.93(2.04)	4.60(1.91)
frustrating-fulfilling	5.80(1.74)	5.09(2.02)	4.31(2.23)
simple-complex	7.03(1.90)	6.46(1.86)	5.81(1.95)
ineffective-effective	6.72(1.61)	6.30(1.50)	5.44(2.24)
passive-active	7.22(1.85)	6.54(2.03)	6.09(2.08)
independent-controlled	3.37(2.11)	3.94(2.29)	4.38(2.53)

Note. The department head perception was reported on a scale from 1 to 10 (left to right) with the two bi-polar adjectival descriptors at either end.

Table 12

Analysis of variance of "releasecomp" for department head's perceptions and
Tukey HSD analysis with effect size

Feel job is...	F (Sig.)	p (ES)		
		1&2	1&3	2&3
fascinating-dull	8.465 (<.0005)	.024(*)	<.0005(*)	-
exciting-boring	5.377 (.005)	-	.004(*)	-
ambiguous-clear	2.601 (.076)	-	-	-
creative-traditional	3.678 (.027)	-	.018(*)	-
valued-ignored	10.293 (<.0005)	.025(*)	<.0005(**)	-
pleasant-distasteful	6.232 (.002)	-	.001*	-
useful-worthless	8.617 (<.0005)	-	<.0005(*)	-
tiresome-energizing	8.307 (<.0005)	.005(*)	<.0005(*)	-
frustrating-fulfilling	10.402 (<.0005)	-	<.0005(**)	.024(*)
simple-complex	7.844 (<.0005)	-	<.0005(*)	-
ineffective-effective	10.374 (<.0005)	-	<.0005(**)	.003(*)
passive-active	6.123 (.003)	-	.001(*)	-
independent-controlled	3.625 (.028)	-	.020(*)	-

Note. Effect size (ES) estimates are calculated from the difference in means divided by the pooled standard deviation. This numerical value is assigned the following labels: very small < .05; small = .05-.35; (*) medium = .36-.65; (**) large = .66 - .95; (***) very large > .95. Only effect sizes of the medium magnitude or larger are recognized due to the number of comparisons being made.

personnel performance evaluation of departmental members. A multiple regression analysis was performed using the stepwise method of entering the independent variables: the presence of training (formal and informal) in the area of personnel performance evaluation, the department head's role in coaching tenured teachers whose performance is below standards, the department head's role in conferences when a department member's professional activities or judgment is questioned, the department head's role in determining the curriculum in the department, the size of the school (class A or B), the presence of compensation, and the presence of release time. The regression analysis revealed that five of the variables reliably and independently predict a larger role of the department head in the area of personnel performance evaluation: the department head's role in coaching tenured teachers whose performance is below standards, informal training in the area of personnel performance evaluation, the department head's role in conferences when a department member's professional activities or judgment is questioned, the presence of compensation for work as department head, and size of the school (class A or B) (see Table 13).

Research Question 8

This section will provide data and data analysis sufficient to answer research question 8. The null hypothesis for research question 8 posited that there are no variables that reliably and independently predict a larger role of the department head in coaching of teachers for the purpose of instructional improvement. A multiple regression analysis was performed using the stepwise method of entering the independent variables: the presence of training (formal and informal) for coaching of

Table 13

Regression analysis of department head's role in performance evaluations

Independent variables*	B(SE)	BETA	Sig.	Adj. R ²
My role in coaching tenured teachers	.408(.058)	.410	<.0005	.481
Informal training in performance evaluation	-.845(.165)	-.235	<.0005	.550
My role in conferencing regarding conduct	.200(.059)	.192	.001	.580
Compensated for work as department head	-.420(.152)	-.123	.006	.594
Class A or B	-.314(.156)	-.098	.046	.599

*The following variables did not enter as statistically significant in the analysis: My role in determining curriculum, Formal training in performance evaluation, Release time provided.

teachers, the department head's role in the mentoring of new teachers, the department head's role in conferences when a department member's professional activities or judgment is questioned, the size of the school (class A or B), the presence of compensation, and the presence of release time. The regression analysis revealed that four of the variables reliably and independently predict a larger role of the department head in the area of coaching of teachers for the purpose of instructional improvement: the department head's role in conferences when a department member's professional activities or judgment is questioned, the department head's role in the mentoring of new teachers, informal training in the area of coaching of teachers for the purpose of instructional improvement and the presence of release time (see Table 14).

Research Question 9

This section will provide data and data analysis sufficient to answer research question 9. The null hypothesis for research question 9 posited that there are no variables that reliably and independently predict a larger role of the department head in the mentoring of new teachers for the purpose of instructional improvement. A multiple regression analysis was performed using the stepwise method of entering the independent variables: the presence of training (formal and informal) for the mentoring of new teachers, the department head's role in the hiring of new faculty members, the department head's role in conferences when a department member's professional activities or judgment is questioned, the size of the school (class A or B), the presence of release time, and the presence of compensation. The regression analysis revealed that three of the variables reliably and independently predict a larger role of the department head in the

Table 14

Regression analysis of department head's role in coaching

Independent variables*	B(SE)	BETA	Sig.	Adj. R ²
My role in conferencing regarding conduct	.339(.058)	.324	<.0005	.404
My role in mentoring new teachers	.300(.046)	.338	<.0005	.512
Informal training in coaching	-.734(.180)	-.196	<.0005	.550
Release time provided	-.559(.156)	-.173	<.0005	.573

*The following variables did not enter as statistically significant in the analysis: formal training in coaching, class A or B, compensated as department head

area of mentoring new teachers: the department head's role in conferences when a department member's professional activities or judgment is questioned, the department head's role in hiring new teachers, and the presence of informal training (see Table 15).

Research Question 10

This section will provide data and data analysis sufficient to answer research question 10.

The null hypothesis for research question 10 posited that there are no variables that reliably and independently predict a larger role for the department head in the area of determining the curriculum. A multiple regression analysis was performed using the stepwise method of entering the independent variables: the presence of training (formal and informal) for the determination of curriculum, the department head's role in selecting texts, the department head's role in picking the subjects for professional development programs, selecting texts the department head's experience of clearly defined job goals and objectives, the department head's knowledge of responsibilities, the department head's understanding of what needs to be done for the teachers and for the program, the size of the school (class A or B), the presence of compensation, and the presence of release time. The regression analysis revealed four variables that reliably and independently predict a larger role of the department head in the area of determining the curriculum: the department head's role in selecting texts, the department head's experience of clearly defined job goals and objectives, the department head's role in picking the subjects for professional development programs, and the presence of formal training (see Table 16).

Table 15

Regression analysis of department head's role in mentoring of new teachers

Independent variables*	B(SE)	BETA	Sig.	Adj. R ²
My role in conferencing regarding conduct	.397(.068)	.338	<.0005	.225
My role in hiring new faculty	.323(.069)	.261	<.0005	.295
Informal training in mentoring	-.843(.223)	-.215	<.0005	.333

*The following variables did not enter as statistically significant in the analysis: formal training in mentoring, class A or B, release time provided, compensated as department head.

Table 16

Regression analysis of department head's role in determining the curriculum

Independent variables*	B(SE)	BETA	Sig.	Adj. R ²
My role in selecting texts	.269(.047)	.327	<.0005	.142
My job has clear goals and objectives	-.178(.053)	-.194	.001	.197
My role in professional development programs	.100(.035)	.167	.004	.223
Formal training in curriculum	-.274(.114)	-.136	.017	.238

*The following variables did not enter as statistically significant in the analysis: I understand what is needed, I know what my responsibilities are, class A or B, release time provided, compensated as department head, informal training in curriculum

Research Question 11

This section will provide data and data analysis sufficient to answer research question 11. The null hypothesis for research question 11 posited that there are no variables that reliably and independently predict a larger role for the department head in the area of setting student performance standards for the department. A multiple regression analysis was performed using the stepwise method of entering the independent variables: the presence of training (formal and informal) for the setting of student performance standards, the department head's role in determining the curriculum, the department head's knowledge of responsibilities, the department head's role in picking the professional development programs for the department, the department head's role in selecting texts, the department head's understanding of what needs to be done for the teachers and for the program, and the department head's experience of clearly defined job goals and objectives, the size of the school (class A or B), the presence of compensation, and the presence of release time. The regression analysis revealed five variables that reliably and independently predict a larger role for the department head in the area of setting student performance standards for the department: the department head's role in determining the curriculum, the department head's role in selecting texts, the presence of formal training in setting student standards, the department head's role in picking the professional development programs for the department, and the presence of informal training in setting student standards (see Table 17).

Table 17

Regression analysis of department head's role in setting standards

Independent variables*	B(SE)	BETA	Sig.	Adj. R ²
My role in determining the curriculum	.435(.085)	.301	<.0005	.243
My role in selecting texts	.337(.066)	.284	<.0005	.326
Formal training in setting performance standards	-.494(.170)	-.168	.004	.366
My role in professional development programs	.101(.048)	.114	.036	.377
Informal training in setting performance standards	-.358(.174)	-.119	.041	.386

*The following variables did not enter as statistically significant in the analysis: I understand what is needed, my job has clear goals and objectives, I know what my responsibilities are, class A or B, release time provided, compensated as department head.

Chapter V

Summary of Findings, Conclusions, and Recommendations

The purpose of this study was to ascertain and quantify the relationships that exist between a variety of departmental variables and the role of the department head. This chapter answers the 11 research questions that were posed and explores the meaning of these findings.

Research Question 1

The null hypothesis for research question 1 stated that there is no statistically significant and substantively meaningful relationship between the size of the school and the presence of compensation. It was determined that a statistically significant and meaningful relationship exists between the size of the school and the presence of compensation. A chi-square test of independence indicated a highly reliable and medium sized difference between department heads of class A and class B schools regarding the presence of compensation. Consequently, the null hypothesis was rejected. A higher percentage of department heads at larger schools receive compensation than the department heads at smaller schools.

Research Question 2

The null hypothesis for research question 2 stated that there is no statistically significant and substantively meaningful relationship between the size of the school and the presence of release time. It was determined that a statistically significant and meaningful relationship exists between the size of the school and release time. A chi-square test of independence indicated a highly reliable and very large sized difference

between department heads of class A and class B schools regarding the presence of release time. Consequently, the null hypothesis was rejected. A higher percentage of department heads at larger schools receive release time than department heads at smaller schools.

Research Question 3

The null hypothesis for research question 3 stated that there is no statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head, and department head responsibilities. Fifteen ANOVAs were performed comparing the three levels of “releasecomp.” It was determined that there were statistically significant and substantively meaningful relationships between “releasecomp” and the role of the department head in 10 of the 15 departmental duty areas examined: hiring new faculty, assigning faculty to their teaching assignments, developing the master schedule, teacher performance evaluation, coaching poor performance, mentoring new teachers, selecting the professional development programs, selecting texts, conferencing regarding questionable conduct, substitute selection or orientation. Effect size differences that were medium or larger were found in 22 of the 45 possible comparisons. Clearly the allocation of institutional resources in the form of release time and compensation is correlated to a larger role of the department head in these areas and the null hypothesis was rejected.

In 9 of the 10 departmental duty areas where a statistically significant and substantively meaningful relationship was found, the allocation of institutional resources in the form of release time and compensation was correlated with a larger role in the duty

area. However in one case, the selection of texts and other materials, the role decreased when the department head received both release time and compensation. Clearly the higher level of remuneration is correlated with higher level duties in other areas that may take the place of a larger role in this one area. Consequently, this “lower level” duty must then be delegated or shared with others within the department.

There was no statistically significant difference for five of the roles: determining curriculum, student performance standards, budget development, school operational policies, and freshman orientation. Oddly, department heads claimed to play large roles in three of the five areas where there were no statistically significant and substantively meaningful relationships found: determining the curriculum, student performance standards, and budget development. One conclusion that could be drawn is that these three duties are fundamental to the position of department head and are performed as a consequence of holding the position regardless of compensation and release time.

Research Question 4

The null hypothesis for research question 4 stated that there is no statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head, and training for the role of department head. Fifteen ANOVAs were performed comparing the three levels of “releasecomp.” It was determined that there were statistically significant and substantively meaningful relationships between “releasecomp” and formal training of the department head in 7 of the 15 departmental duty areas examined: hiring, performance evaluation, coaching, mentoring, budget development, operational policies, and

conferencing regarding questionable conduct. It was also determined that there were statistically significant and substantively meaningful relationships between “releasecomp” and informal training of the department head in 10 of the 15 departmental duty areas examined. These 10 areas included the 7 cited above as well as three additional areas: assignment of faculty, scheduling, and professional development. Effect size differences that were medium or larger were found in 10 of the 45 possible comparisons for formal training and 17 of the 45 possible comparisons for informal training. Consequently, the null hypothesis was rejected.

Eight of the 10 areas where there exist statistically significant and substantively meaningful relationships between “releasecomp” and training (either formal, informal, or both), were also areas where there exist significant and substantively meaningful relationships between “releasecomp” and the department head responsibilities: hiring new faculty, assigning faculty to their teaching assignments, developing the master schedule, teacher performance evaluation, coaching poor performance, mentoring new teachers, selecting the professional development programs, conferencing regarding questionable conduct. This indicates a tight alignment between the allocation of institutional resources in the form of release time and compensation, training for a departmental responsibility, and the role of the department head.

The five areas in which there were no statistically significant and substantively meaningful relationships found between “releasecomp” and training were: determining the curriculum, student performance standards, selecting textbooks, orienting freshman students, and participating in the selection or orientation of substitute teachers. Two of

these areas, determining the curriculum and setting student performance standards, were areas where a larger role was not correlated to the allocation of institutional resources in terms of release time and compensation, but areas nevertheless for which department heads claimed a large role. The conclusion to be drawn is that while department heads claim a large role in the areas of determining the curriculum and setting student performance standards, their level of training and their high level of involvement in these activities are not directly related to the allocation of institutional resources in the form of release time and compensation.

Research Question 5

The null hypothesis for research question 5 stated that there is no statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head, and the department head's experience of the job. Fourteen ANOVAs were performed comparing the three levels of "releasecomp." It was determined that there were statistically significant and substantively meaningful relationships between "releasecomp" for 8 of the 14 experiences of the job: I am required to do things in a certain fashion when I feel that they should be done differently, I have adequate resources for my job, my job has clearly defined goals and objectives, I work with diverse groups in my role as chair, I know exactly what is expected of me in my role as chair, I understand what needs to be done for the teachers and program in my department, I know what my responsibilities are, I do my work without adequate resources. Effect size differences that were medium or larger

were found in 10 of the 42 possible comparisons. Consequently, the null hypothesis was rejected.

Of the 8 areas where statistically significant and substantively meaningful differences were identified, four of the eight pertained to role ambiguity: my job has clearly defined goals and objectives, I know exactly what is expected of me in my role as chair, I understand what needs to be done for the teachers and program in my department, I know what my responsibilities are; two of the eight pertained to role conflict: I am required to do things in a certain fashion when I feel that they should be done differently, I work with diverse groups in my role as chair; and two of the eight pertained to adequacy of resources: I have adequate resources for my job, I do my work without adequate resources. This indicates that department heads that received release time and compensation experienced less role ambiguity, less role conflict, and lesser degree of concern regarding the adequacy of resources.

Research Question 6

The null hypothesis for research question 6 stated that there is no statistically significant and substantively meaningful relationship between release time of the department head, compensation of the department head, and his or her perceptions about the job of department head. Thirteen ANOVAs were performed comparing the three levels of “releasecomp.” It was determined that there were statistically significant and substantively meaningful relationships between “releasecomp” for 12 of the 13 perceptions about the job. Effect size differences that were medium or larger were found in 17 of the 39 possible comparisons. Department heads with release time and

compensation found their job more fascinating, exciting, creative, valued, pleasant, useful, energizing, fulfilling, complex, effective, active, and independent than the department heads without release time and compensation. Consequently, the null hypothesis was rejected.

The only area where there was no statistically significant difference between department heads with varying degrees of release time and compensation was in the bipolar descriptor of “ambiguous - clear”. This finding is interesting in light of the conclusion drawn from research question 5 that department heads who received release time and compensation experienced less role ambiguity than department heads who do not. One explanation is that department heads responding to the survey may not have interpreted “ambiguous - clear” in accordance with the specific definition of role ambiguity used in the research literature (involving lack of clearly articulated behaviors or performance expectations). Indeed, a department head might construe ambiguity of the job as a desirable characteristic whereas role ambiguity is not a desirable characteristic.

Research Question 7

The null hypothesis for research question 7 stated that there are no variables that reliably and independently predict a larger role of the department head in the personnel performance evaluation of department members. A multiple regression analysis revealed that 5 of the 8 variables chosen for the analysis reliably and independently predicted a larger role of the department head in the personnel performance evaluation of department members: my role in coaching tenured teachers, informal training in performance

evaluation, my role in conferencing when a department member's professional activities or judgment is questioned, compensated for work as department head, and size of school (class A or B). Consequently, the null hypothesis was rejected. Sixty percent of the variance was predicted using these five variables. Three variables that did not reliably and independently predict a larger role were: my role in determining the curriculum, formal training in performance evaluation, and release time provided.

Research Question 8

The null hypothesis for research question 8 stated that there are no variables that reliably and independently predict a larger role of the department head in the coaching of teachers for the purpose of instructional improvement. A multiple regression analysis revealed that 4 of the 7 variables chosen for the analysis reliably and independently predicted a larger role of the department head in the coaching of teachers: my role in conferencing when a department member's professional activities or judgment is questioned, my role in mentoring new teachers, informal training in coaching, and release time provided. Consequently, the null hypothesis was rejected. An impressive 57% of the variance was predicted using these four variables. Three variables that did not reliably and independently predict a larger role were: formal training in coaching, compensated as department head, and size of school (class A or B).

Research Question 9

The null hypothesis for research question 9 stated that there are no variables that reliably and independently predict a larger role of the department head in the mentoring of new teachers for the purpose of instructional improvement. A multiple regression

analysis revealed that 3 of the 7 variables chosen for the analysis reliably and independently predicted a larger role of the department head in the mentoring of teachers: my role in conferencing when a department member's professional activities or judgment is questioned, my role in hiring new faculty, informal training in mentoring. Consequently, the null hypothesis was rejected. The R^2 value revealed that 33% of the variance was predicted using these three variables. Four variables that did not reliably and independently predict a larger role were: formal training in mentoring, compensated as department head, release time provided, and size of school (class A or B).

Research Question 10

The null hypothesis for research question 10 stated that there are no variables that reliably and independently predict a larger role of the department head in the area of determining the curriculum. A multiple regression analysis revealed that 4 of the 10 variables chosen for the analysis reliably and independently predicted a larger role of the department head in the determining the curriculum: my role in selecting texts and other materials, my job has clear goals and objectives, my role in picking the subjects in professional development programs for the members of my department, and formal training in mentoring of teachers. Consequently, the null hypothesis was rejected. The R^2 value revealed that 24% of the variance was predicted using these four variables. Six variables that did not reliably and independently predict a larger role were: I understand what needs to be done for the teachers and program in my department, I know what my responsibilities are, size of school (class A or B), release time provided, compensated as department head, and informal training in curriculum.

Research Question 11

The null hypothesis for research question 11 stated that there are no variables that reliably and independently predict a larger role of the department head in the area of setting student performance standards for the department. A multiple regression analysis revealed that 5 of the 11 variables chosen for the analysis reliably and independently predicted a larger role of the department head in the setting of student performance standards: my role in determining the curriculum, my role in selecting texts and other materials, formal training in setting student performance standards, my role in picking the subjects in professional development programs for the members of my department, and informal training in setting student performance standards. Consequently, the null hypothesis was rejected. The R^2 value revealed that 39% of the variance was predicted using these five variables. Six variables that did not reliably and independently predict a larger role were: I understand what needs to be done for the teachers and program in my department, my job has clear goals and objectives, I know what my responsibilities are, size of school (class A or B), release time provided, compensated as department head.

Summary of Findings

Several trends emerge when the findings from the 11 research questions are viewed collectively.

- (1) There was a correlation between the size of the school (class A or B) and the presence of release time.
- (2) There was a correlation between the size of the school (class A or B) and the presence of compensation.

- (3) Institutional resources in the form of release time and compensation were correlated with larger roles for the department head in nine of the fifteen areas examined: hiring new faculty, faculty teaching assignments, developing the master schedule, teacher performance evaluation, coaching poor performance, mentoring new teachers, professional development programs, selecting texts, conferencing regarding questionable conduct, substitute selection or orientation. Institutional resources in the form of release time and compensation were correlated with a smaller role for the department heads in one area, the department head's role in selecting texts and other materials. This anomalous finding can be understood as a lower level duty that is delegated by the department head when higher level duties are added. There were five areas where there were no statistically significant correlations between institutional resources and larger roles: school operational policies, freshman orientation, determining the curriculum, setting student performance standards, and budget development.
- (4) The allocation of institutional resources in the form of release time and compensation were correlated to formal training in 7 of the 15 departmental duty areas examined: hiring, performance evaluation, coaching, mentoring, budget development, operational policies, and conduct violations; and to informal training in 10 of the 15 departmental duty areas examined: hiring, performance evaluation, coaching, mentoring, budget development, operational policies, conduct violations, assignment of faculty, scheduling, and professional development. It is unclear as to whether this means that department heads that have training take on greater roles

and are compensated or that department heads with larger roles and compensation receive training.

- (5) There is a tight alignment between training for a departmental responsibility, the role of the department head, and the allocation of institutional resources in the form of release time and compensation in eight areas: hiring new faculty, assigning faculty to their teaching assignments, developing the master schedule, teacher performance evaluation, coaching poor performance, mentoring new teachers, selecting the professional development programs, conferencing regarding questionable conduct. Four of these eight areas were examined using regression analysis: teacher performance evaluation, coaching poor performance, mentoring new teachers, selecting the professional development programs. In all four areas informal training, not formal training, was a reliable and independent predictor of a larger role for the department head. This is an indication that informal training (training on the job) may be a consequence for a person who is given institutional resources and who has been asked to take on a larger role in these areas.
- (6) While department heads claim a large role in the areas of determining the curriculum and setting student performance standards, their level of training and their high level of involvement in these activities were not directly related to the allocation of institutional resources in the form of release time or compensation. These duties are claimed as being the domain of the department head and are performed by the department head as a consequence of holding the position regardless of compensation and release time. The lack of institutional resources for

these roles may well also indicate a lack of importance or exigency of need prior to the adoption of statewide standards.

- (7) Department heads who received institutional resources in the form of release time and compensation experienced less role ambiguity, less role conflict, and a lesser degree of concern regarding the adequacy of resources.
- (8) Department head's who received institutional resources in the form of release time and compensation found their job to be more fascinating, exciting, creative, valued, pleasant, useful, energizing, fulfilling, complex, effective, active, and independent than the department head's without release time and compensation.
- (9) Formal training is an independent and reliable predictor of a larger role of the department head in the areas of determining the curriculum and setting student performance standards, but not in the areas of mentoring new teachers, coaching tenured teachers, and performance evaluations.
- (10) The role of the department head in the area of curriculum development is reliably and independently predicted by four variables: the department head's role in selecting texts, the department head's role in professional development, the presence of clear job goals, and formal training in curriculum development. The reliability of the last two variables, coupled with the fact that that a larger role in the area of curriculum development is not correlated with the allocation of institutional resources in the form of release time and compensation, seem to indicate that the expanded role of the department head in the area of curriculum development is a consequence (not a precursor) of job clarity and formal training.

- (11) The role of the department head in the areas of setting student performance standards is reliably and independently predicted by five variables: the department head's role in selecting texts, the department head's role in professional development, the department head's role in curriculum development, formal training in student performance standards, and informal training in student performance standards. Like curriculum development, a larger role in setting student performance standards is not correlated with the allocation of institutional resources in the form of release time and compensation.
- (12) The role of the department head in conferencing when a department member's professional activities or judgment is questioned is a reliable predictor of the department head's role in mentoring new teachers, coaching tenured teachers, and performance evaluations.
- (13) The presence of release time and the role of the department head in mentoring new teachers are both reliable predictors of the department head's role in coaching tenured teachers.
- (14) The role of the department head in coaching tenured teachers is a reliable predictor of the department head's role in performance evaluation.
- (15) The size of the school and the presence of compensation are both reliable and independent predictors of the role of the department head's role in performance evaluation, while neither of these variables are reliable nor independent predictors of the department head's role in professional development, the department head's

role in curriculum development, the department head's role in selecting texts, and the department head's role in setting student performance standards.

Discussion

The portrait of the department head that emerges from this research is that the specific role configuration of the department head arises from necessity and is developed in response to the specific educational and managerial needs of the system.

The role of the department head is marked by a great deal of inconsistency and variability in the way in which it functions in various schools. Some research has speculated as to the importance of the size of the school, the size of the department, compensation, release time, and training in terms of the function of the department head (Brown, 1988; Hord and Murphy, 1985). This present research quantitatively confirms these suppositions and adds to this body of research.

There are certain jobs that need to be done by all schools and fall to the department head regardless of the size of the school or the presence of compensation: developing the budget, selecting textbooks and other materials, determining the curriculum, and setting student performance standards.

In addition to these duties, the department head role responds and conforms to the specific needs of the school. The specific needs of the school appear to be related to the size of the school and the number of faculty in the department. The larger schools had larger departments that met more often and had a higher percentage of their department heads receiving compensation and release time. The allocation of institutional resources is correlated with larger roles for the department head in 9 of 15 areas and a smaller role

in one area in which the duty was most likely delegated to others in the department. The size of the school was also a reliable and independent predictor of the role of the department head in performance evaluations. The presence of compensation, a variable correlated with school size, is also a reliable and independent predictor of the role of the department head in performance evaluations.

When a school is large enough that a principal can not adequately deal with all of the issues that arise within the school, the responsibility must be delegated to an assistant principal or a department head. This present research indicates that the role of the department head in conferencing when a department member's professional activities or judgment is questioned is a reliable and independent predictor of the department head's role in mentoring new teachers, coaching tenured teachers, and in the performance evaluations of department members. As stated earlier, these roles are correlated with informal training (not formal training) and remuneration in the form of release time and compensation. In this context, one might consider the allocation of resources and provisions for informal training as a calculated response to a need by the system to respond in an efficient way to an issue in which a department member's professional activities is questioned.

If the allocation of institutional resources are understood as a response to an exigent need, the lack of correlation between the allocation of institutional resources and the role of the department head in the areas of curriculum development and student performance standards makes perfect sense prior to the adoption of statewide standards. Prior to the adoption of statewide standards there was no external pressure to have clearly articulated

student performance standards or to perform above a modicum level of curriculum development to support these standards. While department heads claimed a large role in these two areas, involvement in curriculum development and setting student performance standards did not present themselves as exigent needs. In larger schools where more pressing supervisory needs arose, department heads with the highest level of remuneration took on smaller roles in the area of selecting texts and other materials. The department head's role in selecting texts and other materials, in turn, is an independent and reliable predictor of the role of the department head in curriculum development and setting student performance standards.

The lack of remuneration in the form of institutional resources consisting of release time and compensation for department heads have some negative consequences. As stated earlier, those department heads that did not receive release time and compensation found the job to be more dull, boring, traditional, ignored, distasteful, worthless, tiresome, frustrating, simple, ineffective, passive, and controlled than department heads that received both release time and compensation. They also experienced more role ambiguity, role conflict, and a higher degree of concern regarding the adequacy of resources.

The role of the department head in setting student performance standards could be predicted reliably and independently from their role in picking professional development programs, their role in curriculum development, their role in selecting texts and other materials, and their level of training (both formal and informal). The role of the department head in curriculum development could be predicted reliably and

independently from their role in picking professional development programs, their role in selecting texts, their level of formal training, and the presence of clearly defined goals and objectives.

These findings indicate the existence of two distinct role configurations of the department head prior to the adoption of state mandated standards: the evaluating administrator and the program improver (see Appendix A).

Larger schools had department heads that took on administrative duties of an evaluative nature and were given institutional resources in the form of release time and compensation and given informal training. Several of the lower evaluative administrative duties reliably and independently predict larger roles for the department head in higher level evaluative administrative duties; The role of the department head in conferencing when a department member's professional activities or judgment is questioned is a reliable predictor of the department head's role in mentoring new teachers, coaching tenured teachers, and performance evaluations. The presence of release time and the role of the department head in mentoring new teachers are both reliable predictors of the department head's role in coaching tenured teachers. Coaching tenured teachers, the size of the school, and the presence of compensation are all reliable and independent predictors of the role of the department head's role in performance evaluation.

The department heads at the highest level of remuneration (receiving both release time and compensation) found their job to be more fascinating, exciting, creative, valued, pleasant, useful, energizing, fulfilling, complex, effective, active, and independent than the department head's without release time and compensation. They also found their job

to have less role ambiguity, less role conflict, and a lesser degree of concern regarding the adequacy of resources than the department head's without release time and compensation. These department heads at the highest level of remuneration also took on smaller roles in selecting texts and other materials, a variable that reliably and independently predicts a larger role in the areas of curriculum development and setting student performance standards. A clear indication that these three variables: selecting texts and other materials, curriculum development, and setting student performance standards, are part of a different role configuration.

The other role configuration that emerged from the data was that of program improver. The program improver had a large role in professional development programs and selecting texts and other materials. A larger role in these two areas independently and reliably predicted a larger role of the department head in the areas of curriculum development and setting student performance standards. A larger role in the area of curriculum development additionally predicted a larger role of the department head in setting student performance standards. Unlike the role configuration of the evaluating administrator, variables such as size of school, the presence of release time, the presence of compensation, did not reliably and independently predict a larger role of the department head in the areas of curriculum development or setting student performance standards. In fact, as stated earlier, the department heads at the highest level of remuneration, receiving both release time and compensation, took on smaller roles in selecting texts. Unlike the role configuration of the evaluating administrator, formal

training was a reliable and independent predictor of larger roles in the areas of setting student performance standards and curriculum development.

Recommendations

(1) Principals should not ignore the role of department head when implementing standards.

It is very clear that department heads claim a large role in the areas of selecting texts and other materials, determining the curriculum, and setting student performance standards. These areas are critical to the successful implementation of statewide standards that must surely involve curriculum alignment and the alignment of texts and other materials. It should be obvious that the department head and the department head's claim to these areas of responsibility can not be ignored!

(2) Principals should provide opportunities for formal training in the areas of curriculum development and setting student performance standards or select department heads who have this formal training.

Formal training in the areas of curriculum development and setting student performance standards were reliable and independent predictors of a larger role for the department head in curriculum development and setting student performance standards respectively even in the absence of remuneration. This clearly indicates the importance of formal training in these two areas. The alignment of curriculum, standards, and assessment are critical to the success of reform measures and require a department head with formal training in these areas. Understanding the importance of this alignment and knowledge

of specific methods for implementing changes that are congruent with this alignment are typically not learned through informal training.

(3) Principals should involve department heads in the selection of professional development programs that are aligned with school-wide and departmental objectives.

A larger role of the department head in the selection of professional development programs was a reliable and independent predictor of a larger role of the department head in both setting student performance standards and curriculum development. This indicates the importance of involving whomever is to play a larger role in curriculum development and student standards in the selection of professional development programs. The lack of involvement might result in a lack of ownership (a critical element of successful implementation), or a lack of understanding of the importance of the specific professional development necessary to achieve school-wide and departmental objectives.

(4) Principals should develop and utilize clearly defined job goals for department heads.

The existence of clearly defined job goals was a reliable and independent predictor of a larger role of the department head in determining the curriculum for the department. This indicates the importance of role clarity and job focus in a position that encompasses many duties. Without clearly defined job goals, the expertise and utility of the department head may be squandered on rudimentary tasks rather than educational leadership within the

department. Job clarity will also assist the principal in the selection of the department head and the evaluation of the department head.

(5) Principals need department heads that are program improvers.

The research cited earlier and the findings from this research indicate that a building level administrator needs the department head to be a program improver. The principal must first identify and be able to differentiate the two role configurations identified above: evaluating administrator and program improver. This differentiation will help to establish role clarity and job focus through the use of clearly defined job goals. The implementation of statewide standards requires a program improver. The department heads that are serving or could serve in a capacity as a program improver are those that have formal training in the areas of curriculum development and setting student performance standards, and play a role in selecting the professional development programs.

(6) Principals should provide department heads with appropriate remuneration.

While the allocation of institutional resources was not correlated with the variables comprising the role configuration of program improver prior to the adoption of statewide standards, the exigent need for alignment of curriculum, instruction, and assessment as a result of their adoption points towards proper remuneration of the department head. Further support for remuneration can be found in the negative consequences for the department head (and the school) in its absence. The allocation of institutional resources also lends legitimacy and importance to the role of department head as program improver. Principals should look to departmental budgets, professional development

budgets, and school improvement budgets for the resources necessary to compensate department heads.

Recommendations for Further Research

There is a dire need for more research on the role of the department head.

The limited research on the department head cited earlier and the findings from this research clearly indicate a pressing need for more research in several areas.

There is a need for research on what constitutes an effective department head.

There are several different role configurations of department heads performing a variety of different tasks that may be of more or of less value to the institution. A determination of what constitutes an effective department head from the perspective of the principal, from the perspective of fellow department heads, and from the perspective of teachers within the department may shed some significant light on the role and the needs of people at each level of the institution. It may be that there is a convergence of opinion among principals, fellow department heads, and teachers on what constitutes an effective department head. If there are differences, further studies might reveal the differing needs among individuals at various levels of the institution. These differences might also lead to an understanding of the specific role conflicts that exist for the department head, an understanding of how these role conflicts might manifest themselves as roadblocks to reform, and an understanding of how to effectively deal with them.

There is a need for research on the role of department heads in creating professional communities of teachers. Since high school teachers' experience of the high school is mediated through their experience of the department, an examination of departments that

exhibit the characteristics of a professional community of teachers would reveal a great deal about what happens at the department level to create these conditions. A comparison of departments that exhibit characteristics of a professional community of teachers with departments that do not exhibit characteristics of a professional community of teachers might reveal effectiveness correlates for departments and department heads as “program improvers”.

There is a need for research on the experience of department heads as educational leaders. The passage of state standards in many states has placed unprecedented demands and expectations on department heads. Department heads are now being called upon to take larger roles as educational leaders not only for their own departments but also within the context of total school improvement. Understanding the needs of department heads, the difficulties they experience, and the ways in which they successfully respond to these challenges will help understand the dynamics of the department and the dynamics at work in a loosely coupled high school.

Conclusions

These findings are congruent with the recent call in the research literature for the establishment of professional communities of teachers. A building level emphasis that defines a department head as a program improver that has formal training in curriculum development and setting student performance standards, that has a large role in selecting texts, curriculum development, and selecting professional development programs, and that has clear job goals, would most certainly support and enhance the culture within the department as a professional community of teachers. Given the research cited earlier

pertaining to the limitations of the high school principal, the high school as a loosely coupled system, and the powerful impact of the department on teaching and instruction, the empowerment of the department head in these specific areas might well be the formula for realizing successful systemic reform at the high school level.

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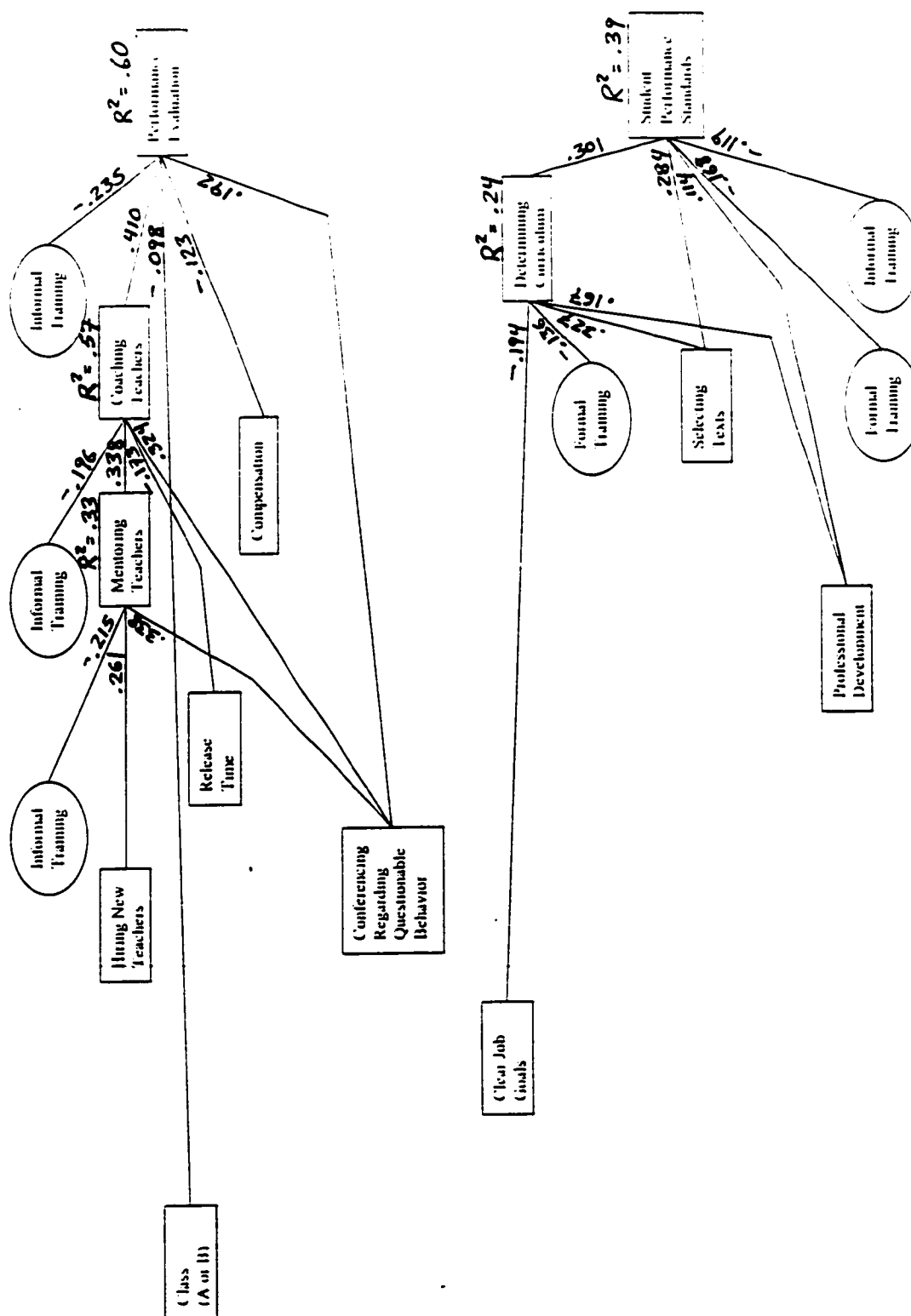
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Appendix A. Regression Analysis Model

The following model graphically represents the results of the regression analyses of research questions 7, 8, 9, 10, and 11. The boxes represent the dependent and independent variables used in the regression analyses. The circles represent the independent variables of formal and informal training for the specific role to which it is correlated (e.g. informal training in performance evaluation, formal training in student performance standards). The lines connect dependent variables to the independent variables that reliably and independently predict the dependent variables. The adjusted R^2 value, indicating the percent of variance predicted from the independent variables, is shown above the dependent variables. The BETA is shown on the lines connecting the independent variables to the dependent variables.

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Appendix B. Institutional Review Board Approval

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Institutional Review Board
 Office of Regulatory Affairs
 University of Nebraska Medical Center
 600 South 24th Street
 Omaha, Nebraska 68102
 Phone: (402) 552-3333
 Fax: (402) 552-3333
 Email: irb@unmc.edu
 Website: www.unmc.edu/irb

October 27, 2000

Mr. John James
 106 Marinda Drive
 Council Bluffs, IA 51503

IRB#: 449-00-EX

TITLE OF PROTOCOL: A Quantitative Analysis of the Secondary School Department Head Role in Teacher Evaluation, Instructional Improvement, Curriculum Development, and Student Performance Standards

Dear Mr. James:

The IRB has reviewed your Exemption Form for the above-titled research project. According to the information provided, this project is exempt under 45 CFR 46.101b, category 4. You are therefore authorized to begin the research.

It is understood this project will be conducted in full accordance with all applicable sections of the IRB Guidelines. It is also understood that the IRB will be immediately notified of any proposed changes that may affect the exempt status of your research project.

Please be advised that the IRB has a maximum protocol approval period of five years from the original date of approval and release. If this study continues beyond the five year approval period, the project must be resubmitted in order to maintain an active approval status.

Sincerely,

Ernest D. Prentice PhD / YDK

Ernest D. Prentice, PhD
 Co-Chair, IRB

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Appendix C. Letter to Principals of Class A and B High Schools



Department of Educational Administration
and Educational Leadership
Omaha, Nebraska 68182-0100
402/494-1111
Fax: 402/494-1111

January 9, 1994

To Principals of Nebraska Class A and Class B High Schools:

The Department of Educational Administration at the University of Nebraska in Omaha is beginning some research concerning the work of department chairpersons throughout our state. We are asking you to send us a list of your department chairpersons so that we may compile an accurate list.

At your earliest convenience, would you please return this completed list to the university in the enclosed envelope. With your help we hope to gather some information and to provide some leadership services to these important educators in our schools.

Thank you!

Martha Bruckner
Martha Bruckner, Ph. D.
Assistant Professor

School _____
Principal _____

Please list any Department Chairpersons in your school. If you do not have a department chairperson in the category, please leave it blank.

Business: _____
English (Language Arts) _____
Fine Arts: _____
Foreign Languages: _____
Guidance: _____
Math: _____
Media: _____
Physical Education: _____
Practical Arts: _____
Science: _____
Social Studies: _____
Special Education: _____
Technology: _____
Other : _____
Other : _____

Appendix D. Department Head Survey Instrument

**From: The Department of Educational
Administration and Supervision at the
University of Nebraska at Omaha:**

A Study of the High School Department Chairperson

**Your responses are important to us as we survey all
department chairpersons
in Nebraska's Class A and Class B high schools.**

FROM: _____



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UNITED STATES

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The University of Nebraska at Omaha
Department of Educational Administration and Supervision
P.O. Box 3588
Omaha, Nebraska 68103-9960



I. DEMOGRAPHICS

1. Are you male or female? _____
2. What is your official title? _____

3. Please list the department(s) you chair or oversee and the number of faculty members in each.
Dept. Name: _____ # _____
Dept. Name: _____ # _____
Dept. Name: _____ # _____
Dept. Name: _____ # _____
4. How often do you have regularly scheduled meetings with the department(s) you chair or supervise?

5. How many years have you been a teacher? _____
6. How many years' teaching experience did you have when you first became a chair? _____
7. How many years have you served as department chair? _____
8. Are you provided with released time from teaching to attend to your duties as chair? ☐ yes ☐ no
9. If yes, what percentage of your day is released from teaching? _____%
10. Are you financially compensated for your work as chair? ☐ yes ☐ no
11. If yes, is the compensation
☐ a standard stipend paid to all chairs?
☐ an amount based on the size of the department(s)?
☐ calculated in some other way? If so, please describe how

II. REGARDING YOUR RESPONSIBILITIES AS CHAIR

As chair, supervisor, or specialist, my role in

12. The hiring of new faculty members

- A. ☐ is to have no part
B. ☐ is to be made aware of the process and its results
C. ☐ is to provide information to decision makers
D. ☐ is to make recommendation(s) to decision makers
E. ☐ is to be a partner in making the decision
F. ☐ is to decide

Have you had any university or other formal training in this function? ☐ yes ☐ no

Have you had informal training by administrators at your work site in this function? ☐ yes ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ yes ☐ no If yes, what?

13. The assignment of faculty to teach particular classes

- A. ☐ is to have no part
B. ☐ is to be made aware of the process and its results
C. ☐ is to provide information to decision makers
D. ☐ is to make recommendation(s) to decision makers
E. ☐ is to be a partner in making the decision
F. ☐ is to decide

Have you had any university or other formal training in this function? ☐ yes ☐ no

Have you had informal training by administrators at your work site in this function? ☐ yes ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ yes ☐ no If yes, what?

14. The development of the school's master schedule

- A. ☐ is to have no part
B. ☐ is to be made aware of the process and its results
C. ☐ is to provide information to decision makers
D. ☐ is to make recommendation(s) to decision makers
E. ☐ is to be a partner in making the decision
F. ☐ is to decide

Have you had any university or other formal training in this function? ☐ yes ☐ no

Have you had informal training by administrators at your work site in this function? ☐ yes ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ yes ☐ no If yes, what?

15. Determining the curriculum in my department(s)

- A. ☐ is to have no part
 B. ☐ is to be made aware of the process and its results
 C. ☐ is to provide information to decision makers
 D. ☐ is to make recommendation(s) to decision makers
 E. ☐ is to be a partner in making the decision
 F. ☐ is to decide

Have you had any university or other formal training in this function? ☐ yes ☐ no

Have you had informal training by administrators at your work site in this function? ☐ yes ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ yes ☐ no If yes, what?

16. The performance evaluation of teachers

- A. ☐ is to have no part
 B. ☐ is to be made aware of the process and its results
 C. ☐ is to provide information to decision makers
 D. ☐ is to make recommendation(s) to decision makers
 E. ☐ is to be a partner in making the decision
 F. ☐ is to decide

Have you had any university or other formal training in this function? ☐ yes ☐ no

Have you had informal training by administrators at your work site in this function? ☐ yes ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ yes ☐ no If yes, what?

17. Coaching tenured teachers whose performance is below standards

- A. ☐ is to have no part
 B. ☐ is to be made aware of the process and its results
 C. ☐ is to provide information to decision makers
 D. ☐ is to make recommendation(s) to decision makers
 E. ☐ is to be a partner in making the decision
 F. ☐ is to decide

Have you had any university or other formal training in this function? ☐ yes ☐ no

Have you had informal training by administrators at your work site in this function? ☐ yes ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ yes ☐ no If yes, what?

18. Mentoring or arranging for and monitoring the mentoring of new teachers in my department(s)

- A. ☐ is to have no part
 B. ☐ is to be made aware of the process and its results
 C. ☐ is to provide information to decision makers
 D. ☐ is to make recommendation(s) to decision makers
 E. ☐ is to be a partner in making the decision
 F. ☐ is to decide

Have you had any university or other formal training in this function? ☐ yes ☐ no

Have you had informal training by administrators at your work site in this function? ☐ yes ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ yes ☐ no If yes, what?

19. Picking the subjects in professional development programs for the members of my department(s)

- A. ☐ is to have no part
 B. ☐ is to be made aware of the process and its results
 C. ☐ is to provide information to decision makers
 D. ☐ is to make recommendation(s) to decision makers
 E. ☐ is to be a partner in making the decision
 F. ☐ is to decide

Have you had any university or other formal training in this function? ☐ yes ☐ no

Have you had informal training by administrators at your work site in this function? ☐ yes ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ yes ☐ no If yes, what?

20. The selection of textbooks and other materials for use in the courses taught in my department(s)?

- A. ☐ is to have no part
 B. ☐ is to be made aware of the process and its results
 C. ☐ is to provide information to decision makers
 D. ☐ is to make recommendation(s) to decision makers
 E. ☐ is to be a partner in making the decision
 F. ☐ is to decide

Have you had any university or other formal training in this function? ☐ yes ☐ no

Have you had informal training by administrators at your work site in this function? ☐ yes ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ yes ☐ no If yes, what?

21. The setting of performance standards for students in the subjects taught in my department(s)

- A. ☐ ☐ is to have no part
 B. ☐ ☐ is to be made aware of the process and its results
 C. ☐ ☐ is to provide information to decision makers
 D. ☐ ☐ is to make recommendation(s) to decision makers
 E. ☐ ☐ is to be a partner in making the decision
 F. ☐ ☐ is to decide

Have you had any university or other formal training in this function? ☐ ☐ yes ☐ ☐ no

Have you had informal training by administrators at your work site in this function? ☐ ☐ yes ☐ ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ ☐ yes ☐ ☐ no If yes, what?

22. Budget development for my department(s)

- A. ☐ ☐ is to have no part
 B. ☐ ☐ is to be made aware of the process and its results
 C. ☐ ☐ is to provide information to decision makers
 D. ☐ ☐ is to make recommendation(s) to decision makers
 E. ☐ ☐ is to be a partner in making the decision
 F. ☐ ☐ is to decide

Have you had any university or other formal training in this function? ☐ ☐ yes ☐ ☐ no

Have you had informal training by administrators at your work site in this function? ☐ ☐ yes ☐ ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ ☐ yes ☐ ☐ no If yes, what?

23. Developing school-wide operational policies, e.g. attendance policy, discipline codes, etc.

- A. ☐ ☐ is to have no part as chair
 B. ☐ ☐ is to be made aware of the process and its results
 C. ☐ ☐ is to provide information to decision makers
 D. ☐ ☐ is to make recommendation(s) to decision makers
 E. ☐ ☐ is to be a partner in making the decision
 F. ☐ ☐ is to decide

Have you had any university or other formal training in this function? ☐ ☐ yes ☐ ☐ no

Have you had informal training by administrators at your work site in this function? ☐ ☐ yes ☐ ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ ☐ yes ☐ ☐ no If yes, what?

24. Conferences when a department member's professional activities or judgement is questioned

- A. ☐ ☐ is to have no part
 B. ☐ ☐ is to be made aware of the process and its results
 C. ☐ ☐ is to provide information to decision makers
 D. ☐ ☐ is to make recommendation(s) to decision makers
 E. ☐ ☐ is to be a partner in making the decision
 F. ☐ ☐ is to decide

Have you had any university or other formal training in this function? ☐ ☐ yes ☐ ☐ no

Have you had informal training by administrators at your work site in this function? ☐ ☐ yes ☐ ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ ☐ yes ☐ ☐ no If yes, what?

25. Orientating freshman students to high school

- A. ☐ ☐ is to have no part
 B. ☐ ☐ is to be made aware of the process and its results
 C. ☐ ☐ is to provide information to decision makers
 D. ☐ ☐ is to make recommendation(s) to decision makers
 E. ☐ ☐ is to be a partner in making the decision
 F. ☐ ☐ is to decide

Have you had any university or other formal training in this function? ☐ ☐ yes ☐ ☐ no

Have you had informal training by administrators at your work site in this function? ☐ ☐ yes ☐ ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ ☐ yes ☐ ☐ no If yes, what?

26. Participation in selection or orientation of substitute teachers

- A. ☐ ☐ is to have no part
 B. ☐ ☐ is to be made aware of the process and its results
 C. ☐ ☐ is to provide information to decision makers
 D. ☐ ☐ is to make recommendation(s) to decision makers
 E. ☐ ☐ is to be a partner in making the decision
 F. ☐ ☐ is to decide

Have you had any university or other formal training in this function? ☐ ☐ yes ☐ ☐ no

Have you had informal training by administrators at your work site in this function? ☐ ☐ yes ☐ ☐ no

Is there anything that reduces your ability to do this job effectively? ☐ ☐ yes ☐ ☐ no If yes, what?

Other Responsibilities

27. Are you called upon to cover classes in case of emergency or if a substitute cannot be secured? ☐ yes ☐ no
28. Do you represent your department(s) at programs when teachers are not present? ☐ yes ☐ no
29. Do you make presentations to the School Board on subjects related to the department(s) you lead? ☐ yes ☐ no

III. HOW YOU FEEL ABOUT YOUR JOB AS CHAIR, SUPERVISOR, OR SPECIALIST?

III-A: For each statement, please circle the letter that best approximates your experience.

A = Always B = Usually C = Sometimes D = Seldom E = Never

- A B C D E 30. I am required to do things in a certain fashion when I feel that they should be done differently.
- A B C D E 31. I have a clear understanding of the range and limits of my authority.
- A B C D E 32. I have adequate resources for my job.
- A B C D E 33. My job has clearly defined goals and objectives.
- A B C D E 34. I have to work around rules and policies in order to carry out my job.
- A B C D E 35. I know my time is properly divided among my various responsibilities.
- A B C D E 36. I work with diverse groups in my role as chair.
- A B C D E 37. I know exactly what is expected of me in my role as chair.
- A B C D E 38. I am faced with incompatible requests from the people I work with.
- A B C D E 39. I understand what needs to be done for the teachers and program in my department.
- A B C D E 40. I am required to do things that are not accepted by everyone.
- A B C D E 41. I know what my responsibilities are.
- A B C D E 42. I do my work without adequate resources.
- A B C D E 43. I am required to work on things I regard as unnecessary.

III-B: For each of the following descriptive words, please circle the number that best indicates how you feel about your job. Put another way, where do you place your job on the continuum between the two contrasting words?

- | | | | | | | | | | | | | |
|-----|-------------|---|---|---|---|---|---|---|---|---|----|-------------|
| 44. | Fascinating | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Dull |
| 45. | Exciting | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Boring |
| 46. | Ambiguous | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Clear |
| 47. | Creative | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Traditional |
| 48. | Valued | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Ignored |
| 49. | Pleasant | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Distasteful |
| 50. | Useful | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Worthless |

III-B. Continued: Where do you place your job on the continuum between the two contrasting words?

51	Firesome	1	2	3	4	5	6	7	8	9	10	Energizing
52	Frustrating	1	2	3	4	5	6	7	8	9	10	Fulfilling
53	Simple	1	2	3	4	5	6	7	8	9	10	Complex
54	Ineffective	1	2	3	4	5	6	7	8	9	10	Effective
55	Passive	1	2	3	4	5	6	7	8	9	10	Active
56	Independent	1	2	3	4	5	6	7	8	9	10	Controlled

III-C. Please circle the letter that best represents your feeling and completes the sentence.

A = Too little of my time

B = An appropriate amount of my time

C = Too much of my time

57. A B C D E is spent observing teachers in the department(s) I lead.
58. A B C D E is spent doing paperwork associated with department matters
59. A B C D E is spent attending meetings of all descriptions.
60. A B C D E is spent developing or evaluating curriculum
61. A B C D E is spent attending to individual requests for help from members of the department(s).

III-D. Please answer the following questions with as much detail as you can provide.

62. Which of your responsibilities as chair, supervisor, or specialist do you most enjoy?

63. Which of your responsibilities as chair, supervisor, or specialist do you most dislike?

64. What training, if any, do you think would be most beneficial to you as a department chair, supervisor, or specialist?

65. What characteristic(s) or behavior(s) does your principal exhibit that are particularly helpful to you in your role?

66. What change(s), if any, in the way your principal operates would increase your ability to be effective in your role?

Thank you again for taking the time to fill out this survey. All responses will be kept confidential and all data will be presented in the aggregate. No particular school or individual respondent will be recognizable.